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THE HORACE MANN PLAN FOR TEACHING CHILDREN
HORACE MANN SCHOOL, TEACHERS' COLLEGE, COLUMBIA UNIVERSITY

EDITORS

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AT THE LIBRARY TABLE

THE HORACE MANN
KINDERGARTEN
*FOR FIVE-YEAR-OLD
CHILDREN*

by

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Bureau of Publications
Teachers College, Columbia University
New York: 1937

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Printed in the United States of America

MANUFACTURED BY THE HADDON CRAFTSMEN, INC.

CAMDEN, N. J.



EDITORS' FOREWORD

FOR several years the Horace Mann School of Teachers College, Columbia University, has been engaged in building a Plan for Teaching Children.* In developing this Plan the Staff of the School has had in mind first the needs of its own children in relation to the environment in which they live. Because of the unique relationship of the School to Teachers College it has the added responsibility of demonstrating sound educational theory. In line with this latter responsibility its aim is to publish the experiences which the School has found profitable, and which with proper adaptation may aid other schools in developing and improving their plans for teaching children.

It seems particularly appropriate at this time, the one hundredth anniversary of the kindergarten movement and the fiftieth anniversary of the founding of the Horace Mann School, to present this volume.

In the Horace Mann School the Kindergarten is an integral part of the educational program. As much care is taken to provide for the distinctive characteristics, abilities, limitations, and interests of the Kindergarten children

* Described in the pamphlet: Reynolds, Rollo G. and Harden, Mary, *The Horace Mann Plan for Teaching Children*. Bureau of Publications, Teachers College, Columbia University, New York, 1932.

as in planning and organizing distinctive experiences for older children. Our Kindergarten groups have their own essential subject matter, organization, and provision for development and progression. The authors in this book have set forth the experiences which have proved educationally worth while for children of the five-year-old age level.

We believe that the philosophy behind the plan for teaching children of this age as presented here is sound, modern, and forward-looking and that it should prove helpful to those who are interested in this important area of education.

If this volume helps in any way to bring better educational opportunities to young children its purpose has been achieved.

R. G. R.
M. H.

INTRODUCTION

THIS curriculum study for five-year-old kindergarten children is the direct outgrowth of the research and demonstration which has characterized the Horace Mann School for many years. It presents experimental procedures tested by highly trained teachers, the test being always the degree to which the new practice meets the nature and needs of young children.

The Horace Mann Kindergarten has a history of more than fifty years of teaching and experimentation. It was founded during an epoch-making period in kindergarten education, and at first served the purpose both of an experimental school and of a demonstration school. Gradually a new, more scientific type of research found its way into the nursery school and kindergarten as into all other branches of education. This more highly scientific mode of research frequently brought in its train the necessity for setting up controlled situations in which contrasting types of teaching, or what-not, were subjected to rigid investigation, the findings being statistically rated. Although this procedure may have led to more positive and dependable knowledge than the previous experiments, a question arose whether such young, immature children should be made the subject of study by strange investigators in unfamiliar

surroundings. The classroom teachers were inclined to doubt the value of findings recorded under artificial or abnormal conditions and secured at the cost of the children studied. This problem led to the preparation of classroom teachers, especially those in demonstration or experimental schools, for more intelligent participation in scientific research. By studying under research specialists, they brought into the field of early childhood education a body of classroom teachers who could not be accused of either ignorance or prejudice when protesting against programs of research suggested by experts who might justly be considered more interested in scientific discovery than in the welfare of the young children under investigation.

Such problems bring us face to face with the need for decisions regarding the real function of both demonstration and experimental schools. What are the first duties of the directors and the classroom teachers? The twofold responsibility for furthering research and for protecting and developing children requires co-operative thinking, if the findings of investigators are to have value when transferred to the normal everyday situations in home and school.

Many different types of research have been given a place in the Horace Mann Kindergarten, but the teachers in charge, while carrying forward their own experiments, have protected the children when sensing danger from any form of research which they considered disturbing to the normal growth of the children in their care.

Thus the findings and conclusions as to kindergarten content and technique which the authors of this volume present are based upon studies of hundreds of little children, made by highly trained classroom teachers observing, participating

in, and directing the activities of everyday life in the familiar surroundings of the classroom and the playground.

Each day's experiences as remembered or recorded have been studied as the basis for the plans for tomorrow, in order to preserve continuity of growth in child life. Each teacher has endeavored to profit not only by her own experiences of yesterday, today, and last year, but also by those of her co-workers in the grades above and below, as these are compared in study conferences held for this purpose.

Research specialists have been called in from time to time for consultation or criticism, but these experiments, conducted for more than a quarter of a century, have been planned and executed either by the classroom teachers themselves, or in co-operation with the faculty of the Department of Nursery School and Kindergarten-First Grade Education.

In presenting this curriculum study of the Horace Mann Kindergarten, I feel impelled to add a word about the kindergarten teacher. No curriculum, however refined its subject matter and suggested methods, can ever be better than the teacher who translates it into classroom practice.

One conclusion that we one and all agree upon is that little children need to be loved and enjoyed as well as studied and investigated. We believe that wise sympathetic affection, free from sentimentality in any form, may stimulate a confidence which in turn may bring to the surface spontaneous expressions of thought and feeling hidden from an impersonal or unsympathetic adult.

There are teachers today who can sense, almost before a child has crossed the threshold of the kindergarten, that some experience is in his mind, trivial indeed to the adult

but weighty to him, which is in need of recognition. With a quick glance she perceives that Billy has on a pair of new shoes, and hopes that his teachers and the other children will take notice of these recently acquired possessions.

What is the secret of such a teacher's ability and power? Who can fathom or explain the pedagogical technique by which this art is perfected?

With the best training in research, there still seems to be a need for some "plus" quality—call it maternal instinct, intuition, or insight—in a teacher who masters the art as well as the science of teaching.

Those of us on the faculty of Teachers College who have worked with these our colleagues in the Horace Mann classrooms for many years feel a debt of gratitude to them for their unfailing loyalty to the children, to the parents, and to the students of Teachers College with whom they have shared the rich experiences which they have garnered from daily association with little children.

PATTY SMITH HILL
*Professor Emeritus
of Education*

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PART I

THE CHILD
AND
THE ENVIRONMENT

I

FACTORS TO BE CONSIDERED IN MAKING A PLAN FOR TEACHING

THIS working plan for the teaching of children is based on records of the actual experiences and activities of children in the Five-Year-Old Kindergarten of the Horace Mann School. The development and characteristics of this teaching plan are discussed in the following paragraphs.

In making any plan for teaching we must consider the facts of child development, the interests of children of a given age, the individual interests of each child in the group, the educational possibilities of the environment, accepted social values, and the relation of the child to the present social order. This implies that first we must know the child himself—his interests and developmental needs, and how to meet them. We must know how to relate these interests and needs to the child's environment and how to arrange and use the environment so that it will provide for the best possible growth. We must know what educational procedures and subject matter have been generally accepted by society as valuable. Then, too, we must realize that the present-day curriculum can no longer consider the child mainly as an individual; it must also consider him as a member of a group, a part of a closely integrated society.

To make a functioning plan for teaching, the teacher should herself have an understanding of social conditions as

they are, as well as some ability to plan constructively for the future. She must have a wide range of interests as well as the knowledge of how to get needed information. A sense of values is important, for she must constantly discriminate between experiences that have rich possibilities for child development and those with fewer opportunities for growth.

What Is Included in This Teaching Plan?

This teaching plan is made up of experiences valuable for children. These experiences are determined by the teacher's knowledge and understanding of the fundamental factors in the child's development together with her awareness of the significant and valuable possibilities in the immediate environment. Out of these experiences grow the varied types of subject matter that we have been accustomed to find in school curricula. The teacher should be aware of potential subject matter and for this reason it seems advisable to check the content of an activity in terms of accepted divisions of subject matter such as literature, music, art, science, and social science. No such divisions exist, however, in the actual working out of activities. They exist only in the consciousness of the teacher and in her written records. Although this potential subject matter is inherent in the activity program the teacher after all is primarily concerned with the development of the children's right social relationships and attitudes.

How Flexible Is This Plan?

Any plan for teaching must be merely suggestive and should be changed or modified at any time to fit developing interests and conditions. There should be no hard and fast rule as to which activities are most valuable or which are to

take place at a given time. We know that certain typical interests are likely to occur each year because of the social and natural environment in which we live. But other interests of equal value may unexpectedly arise and should be considered.

How Do Interests Originate?

Many interests are originated by the children themselves. These interests are stimulated by the environmental set-up of the kindergarten and by experiences the children have had and are having. If the activities initiated by the children seem too limited, the teacher does not hesitate to suggest activities that she believes to be valuable. The teacher's plan, however, is of value only in so far as the children make it their own purpose.

How Are Interests Selected for Further Development?

Out of the many interests that arise the teacher must help the children select those which seem to have the greatest possibilities and which are most valuable both for the individual and for the group.

How Far Is a Balance Kept Between Individual and Group Activities?

With young children the maintaining of a balance between individual and group activities is most important, for they are still largely individual. They should be encouraged to take part in group activities, but not forced into them. In this teaching plan we have purposely avoided the phrase "unit of work," which seems, as generally used, to imply a group interest too complete and too closely integrated for kindergarten children. Quite often a brief, fragmentary,

group interest holds more possibilities for social development than a larger and more closely integrated one.

How Do We Check on the Growth of the Children?

Two types of records are kept which supplement each other and provide a continuous check in regard to the growth of the children.

1. Records of individual progress. The individual record includes reports of (a) the teacher's impressions gained from constant observation and study of the child; (b) the understanding gained by consultation with other members of the teaching staff; (c) information obtained by means of frequent conferences with the parents; (d) help gained from conferences with specialists, as in the case of a speech difficulty, a physical handicap, or an emotional difficulty; and (e) records of the child's development in different phases of subject matter.
2. Records of group progress. These records have to do with the experiences of the kindergarten as a whole. They are used in evaluating the general program.

Examples of forms used are shown on pages 135 to 143.

To summarize, it is desirable that the teacher know as much as possible about the facts of child development and about each individual child with whom she is working; contribute to the situation through her own cultural background and personality; select materials conducive to the children's growth; arrange the environment so that it will supply the best condition for growth, introducing new materials when fresh stimulus is needed; supply wise guidance of activities; and evaluate activities.

II

CHARACTERISTICS OF THE FIVE-YEAR-OLD CHILD

THE teaching plan of the Five-Year-Old Kindergarten has developed out of the special characteristics and needs of children of this age. The organization throughout is adapted to their physical, mental, social, and emotional make-up.

Since the five-year-old child is outstandingly active, the Kindergarten provides through its organization and equipment much opportunity for free bodily activity. Apparatus such as the Climb-around and the Jungle Gym gives opportunity for all-round vigorous play.

At this age some parts of the body are less developed than others. The abdomen is prominent, the spinal column weak. There is a tendency to pronate in walking. Certain activities and materials are planned for these special developmental needs. For example, playing animals (walking on all fours) strengthens the muscles of the back and abdomen. Use of the walking board helps to correct a tendency to pronate.

At five years, the large fundamental muscles are fairly developed but muscular ability to make fine co-ordinations is still lacking. Accordingly, materials are provided and activities planned which give opportunity for using the large muscles. Woodwork is an excellent example of an activity which promotes muscular development.

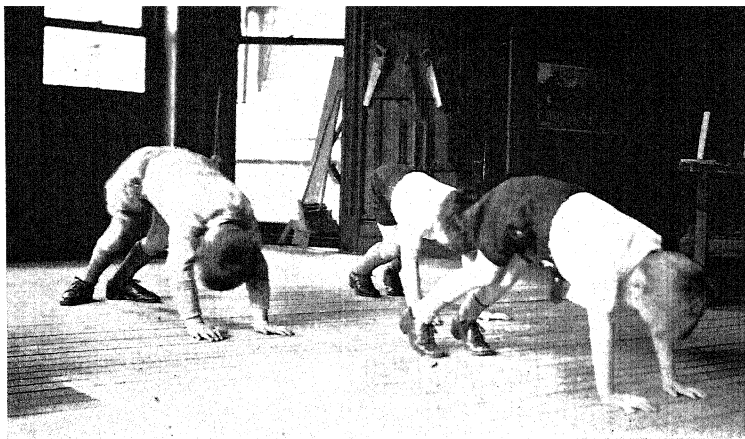
Along with the child's tendency toward vigorous bodily

activity comes the need for protection against fatigue. Children of this age tire easily and should have short periods of rest following periods of activity. The kindergarten morning is planned with this in mind. One of the most important periods in the morning is the rest period, during which the children relax on rugs on the floor.

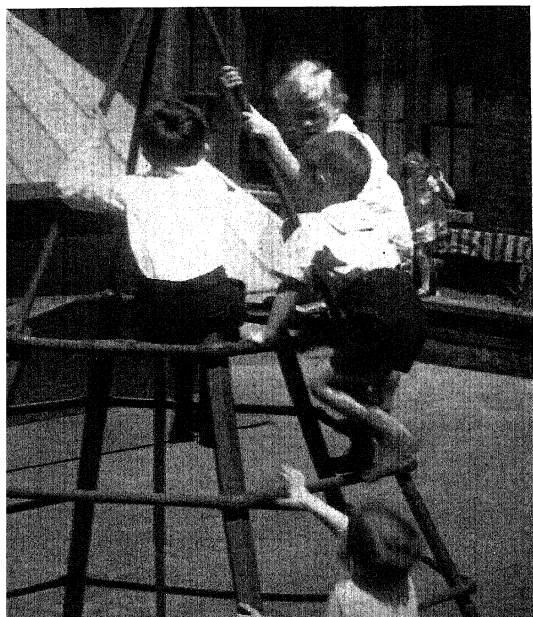
The rapid growth of the body at this age makes the child's diet of great importance. This fact is emphasized with the parents. Certain foods (carrots, spinach, peas, etc.) are made attractive to the children by being cooked and eaten in school. The teachers co-operate with the parents in many ways in helping to overcome food difficulties.

Because of their emotional immaturity five-year-old children need a simple, wholesome environment which will not unduly stimulate them or make too heavy demands upon their self-control. In the environmental set-up and organization of the Kindergarten this fact is given recognition; the curriculum is rich in content but there is a definite effort to keep activities simple. A great deal depends on parental co-operation with the school in keeping home experiences also as simple as possible.

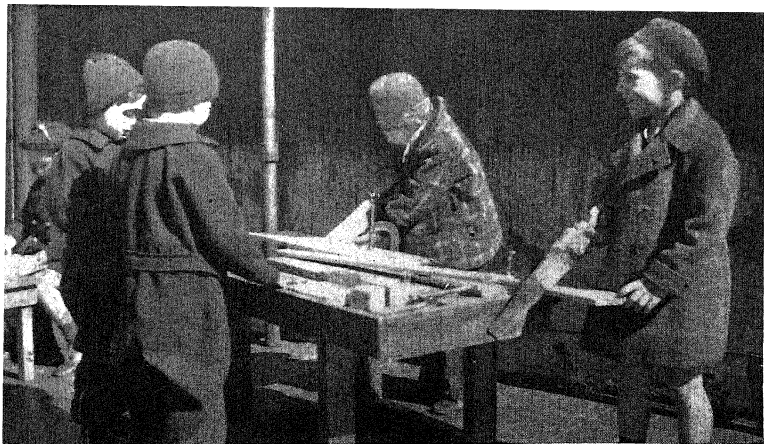
Although children of this age have built up certain necessary inhibitions, it is difficult for them to exercise restraint. It is therefore wise to emphasize only those inhibitions which are necessary to the general welfare of the individual and the group. In the Kindergarten an effort is made to control situations in such a way that the children will not be expected to exercise restraint beyond their capability. For instance, groups playing certain games or using any one piece of equipment are purposely kept small so that no child will need to wait too long for his turn.



WALKING ON "ALL-FOURS" STRENGTHENS THE MUSCLES



THE "CLIMB-AROUND"
GIVES OPPORTUNITY
FOR VIGOROUS PLAY



WOODWORK IS GOOD FUN AND GOOD EXERCISE

TAKING TIME TO REST DURING A BUSY MORNING



Five-year-old children, although becoming interested in informal social organization, are still largely individual. There is a strong feeling of personal possession and most of the social problems which arise center around sharing play-things and showing consideration for the rights of others. In order to provide for this characteristic, the Kindergarten makes available many materials which give opportunity for individual play, as well as those which encourage group play.

Another well-defined characteristic of the child of this age is the tendency to reproduce in play the activities of life about him. In playing house, for example, the children enjoy dramatizing many of the activities they have observed carried on in their homes.

The kindergarten child's interest span, though steadily lengthening, is still short. Activities, therefore, are of carefully graded duration. The informal organization of the Kindergarten gives opportunity for individual adjustment. Any activity is carried on only so long as the child's interest is sustained. Children like to repeat an activity, and interests often recur at intervals. Repetition is educational in so far as it involves growth.

Children are both destructive and constructive in their play: these are two aspects of the same impulse. Bertrand Russell says: "Construction and destruction alike satisfy the will to power, but construction is more difficult as a rule, and therefore gives more satisfaction to the person who achieves it. . . . Destruction being easier, a child's games usually begin with it, and only pass on to construction at a later stage."¹

¹ Bertrand Russell, *Education and the Good Life*, pp. 137-138. Boni and Liveright, New York, 1926.

With five-year-old children who have had the right type of home and school experience, the period of physical destruction should largely have passed. The tendency to build up and produce rather than to destroy is encouraged on both the physical and the intellectual plane. The latter, involving the idea of purposeful construction, is naturally much more difficult to develop than the former.

Children of this age are curious and they like to investigate and experiment. Materials are therefore provided which offer opportunity for experimentation and investigation. Questions which show a desire for information are given careful and thoughtful attention and materials and situations are provided that will help the children to answer their own questions. Excursions, conversations, books, activities—all are used for this purpose.

The children are most eager for information, but care is taken that the information provided will be within the limits of a child's interests. Children differ widely in their ability to absorb and use information, and opportunity is given for each child to progress at his own rate of speed.

Although authorities differ with regard to the amount of reasoning done by a five-year-old child, the consensus of opinion is that the reasoning of children is the same as that of adults, with the exception that the child has less experience to guide him in forming conclusions. Thorndike says: "Very young children not only possess the requisite elementary mental processes involved in reasoning, but also the interest in reasoning, but we nip it in the bud by neglecting their questions, making them accept mere words as explanations, by teaching them to accept everything on authority."²

²Edward Lee Thorndike, *Notes on Child Study*, p. 101.

The informal organization of the Kindergarten and the type of experience provided present many opportunities for the development of reasoning. As has been stated, questions are never neglected, whenever possible explanations are made by the use of the children's actual experience, and the children are helped to develop simple generalizations and to work out their own solutions to problems, including problems of social adjustment. In their use of materials the children show a growing ability to plan, to carry their purposes through, and to judge the results.

III

THE ENVIRONMENT

By the term "environment" we mean the total situation which influences the development of the children in the Five-Year-Old Kindergarten. This consists of the kindergarten room and the playground, with their definitely planned equipment; the home situation, which influences all phases of the children's activity; the college, of which the school is a part, with its opportunities for experience; the neighborhood; and the city itself. An inventory of the possibilities of this environment will give some idea of what it offers for child development.

THE SCHOOL SITUATION

The space provided for the Kindergarten includes a large, well-ventilated, sunny kindergarten room with a smaller room adjoining; a cloakroom with individual lockers for wraps, low washbasins, and small toilets; partial use of a playground with a garden; and a roof playground with a shelter.

In selecting the equipment for the Kindergarten the facts of child development were kept in mind. The furniture, play apparatus, and other materials that have been provided are those which seem most suitable for the use of five-year-old children.

Furniture and Permanent Equipment

The pieces of furniture and equipment intended for the personal use of the children include tables, chairs, a bookcase, low closets for materials, lockers, and a drinking fountain. The tables and chairs have been selected with reference both to the height of the children and to correct posture. The closets are so designed that the children can easily take out and put away materials. Cloakroom lockers are provided as well as lockers for the children's personal belongings, such as smocks, dancing slippers, crayons, and things they may bring from home. Each locker is marked with a child's name printed in large capital letters. Adhesive tape is used for marking lockers. The children's smocks, slippers, and crayon boxes are also marked with their names.

The bookcase, a library table, and chairs are placed in a sunny corner of the room. Other permanent equipment includes a grand piano, and bulletin boards for pictures.

Apparatus for Physical Activity

City and apartment-house living conditions make it particularly important for the Kindergarten to furnish much opportunity for vigorous physical activity. Apparatus placed in the kindergarten room to encourage such activity includes a Jungle Gym, a Hi-lo Gym, swinging rope ladders, and a walking board.

Materials for Constructive Activity

Among the materials for constructive activity are clay, paints, wood, cloth, and paper, as well as the permanent playthings such as blocks, dolls, and doll furniture.

Blocks. Several types of blocks are provided, including the Project Play Blocks and the Hill Floor Blocks.

The set of Project Play Blocks is satisfactory because it includes blocks of many different shapes and sizes, and so has infinite possibilities for building. Besides the typical block forms, such as the rectangle 12" by 6", square and round pillars, and large bricks, there are flat curved blocks for doorways, and blocks especially designed for making railroad switches.

The Hill Floor Blocks provide for building on a large scale. They consist of blocks of several lengths which fit into grooved pillars, held together by iron bolts. With these blocks houses, boats, and trains can be made large enough for a number of children to get inside. As special interests arise, playthings are provided for use with the blocks. These include toy people, trees, animals, trains, boats, and automobiles. Wooden toys are usually found to be the most satisfactory.

Sandbox. A large zinc-lined sandbox, the right height for the children to use standing, is provided. The cover of this box is made in sections to facilitate handling. Toys such as pails, shovels, and molds are provided at the beginning of the year. Trees, houses, people, animals, boats, and other materials which suggest dramatic play are added as the need for them becomes apparent.

Dolls and Doll Drama Material. Dolls and doll playthings provide a center for dramatic play and give numerous opportunities for social adjustments.

The best type of doll is one that is durable and washable. The doll clothes are made with large armholes and large fastenings of various kinds so that the clothes can be easily

put on and taken off. The material is chosen for its attractiveness and durability. The Chase Stockingette Doll is excellent for kindergarten use.

Strong, simple wooden doll furniture is provided; also unbreakable dishes and a few necessary accessories for doll play.

In addition to the doll furniture there is a larger set of furniture with which the children themselves can play house.

Housekeeping Materials. Materials for playing at housekeeping include washing and ironing equipment which consists of washboard and tub, bench, clothes-basket, clothes-lines and pins, adjustable ironing board, and a small electric iron.

Cooking utensils and a small electric stove are popular with the children.

Dustpans, mops, and brooms are also provided and are used both in actual housekeeping and in dramatic play.

Materials and Tools for Fine and Industrial Arts

Fine and industrial arts materials give opportunity for much original creative work. They include: modeling clay and clay-boards, paste and paste brushes, crayons, scissors (blunt), manila drawing paper, easel, poster paints, newsprint (unprinted newspaper), and Japanese brushes of the largest size.

Textiles. Sewing, weaving, and other work with textiles require the following: sewing materials (colored cambric and other suitable fabrics, pins, large-eyed needles, strong thread—San-Silk—in various colors; cotton roving in a variety of colors, and cotton batting.

Woodwork. A carpenter's bench, 24 inches high, is provided, also large clamps for attaching wood to work tables.

Tools needed for woodwork are: well-balanced hammers, medium weight; small cross-cut saws of good quality; brace and bits; screwdriver; rulers; and T-square.

Materials for woodwork include nails (flat-head wire nails, in several sizes); wood (white pine $\frac{1}{2}$ inch thick, cut in various widths and sizes, wheels, axles); button molds (for wheels); tin roofing caps (for holding wheels in place); leather (for hinges).

Paper. A variety of poster, construction, and crepe paper in attractive colors is also provided.

Natural and Physical Science Materials

Interests in nature and science call for various kinds of equipment and materials. Among these are an aquarium and fish, and several cages of different sizes to house visiting pets such as rabbits, guinea pigs, rats, mice, frogs, and turtles.

For gardening activities there are plants, bulbs for outdoor and indoor planting, seeds for outdoor and indoor planting, garden tools (spades, trowels, watering can, rakes, and Japanese bamboo rakes for raking leaves). Bowls, vases, and insets are also provided.

Special science materials include magnifying glass, hour-glass, large magnet, and large thermometer.

Other Materials Leading to Purposeful Activity

Other materials with which the children like to experiment are wooden alphabet letters, small colored blocks, simple puzzles, colored tiles, printing sets (alphabet, numbers, and animal pictures), typewriter, and scales.

Books and Pictures

A collection of story and picture books and an assortment of pictures and posters suitable for various interests and seasons are provided.

Equipment of Outdoor Roof and Playground

The outdoor play space consists of a tiled playground of moderate size and a small garden, and a tiled roof with adequate wire-fencing protection and adjoining shelter.

The playground equipment consists of a ground sandbox with sand toys, and the following apparatus for physical activity: slide, swing, horizontal ladder, seesaw, walking boards of different widths, packing boxes, bricks, balls, ropes, Climb-around, and wagons.

The roof equipment includes: swings, packing boxes, seesaw, walking beams, tricycles, wagons, dolls and doll carriage, blocks, and miscellaneous toys.

For further discussion of materials used in the Kindergarten and their creative use see "Materials Used in the Kindergarten," pages 105 to 116.

THE WIDER ENVIRONMENT

The Home

The enrollment of the Kindergarten includes children of the university staff, children whose parents have come to the university for further study, either from foreign countries or from various parts of the United States, a small percentage of foreign children such as Chinese, Japanese, Indian, German, French, and children living in New York whose parents have professional or business interests.

Many of the children in the Five-Year-Old Kindergarten have had previous group or school experiences. Each year about twenty of the group come from the Horace Mann Four-Year-Old Kindergarten. Others come from outside groups. A few have had nursery school experience.

The home environment of these children, wide and varied as it is, is definitely reflected in the children's activities in the Kindergarten. A naturally rich curriculum is the inevitable outcome of such a variety of backgrounds. The very fact that American children are living in daily contact with children from foreign countries makes for the sympathetic understanding which is the basis of internationalism.

The Immediate Neighborhood

As the Kindergarten is situated in the main building of Teachers College, the college and university setting gives unusually fine opportunities for experiences. Many excursions may be taken within the university itself. The children visit the libraries, the departments of science and art, and other places of interest.

The City

As the immediate environment is rich in possibilities for experiences and as it is wise to avoid overstimulating the children, only a few carefully selected excursions are made to other parts of the city. When a special interest arises the children are taken in small groups on an excursion that seems best to clarify that experience (see Excursions, pages 46 to 49).

IV

GENERAL ORGANIZATION OF THE KINDERGARTEN

As THE child of five to six years is both individual and social, the school situation must provide for both of these characteristics. It must give opportunity for individual expression as well as for experience in group activities, and it must provide opportunity for growth in group feeling and the gradual development of organization in which the children play an intelligent, co-operative part.

The casual visitor who enters the kindergarten room often asks whether there is any definite organization or whether the children are "doing as they please." This question is asked because the children are moving about freely, working individually or in informal groups, talking to one another, and planning their own activities. In reality a very definite organization is present in the consciousness both of the teachers and of the children. Each member of the group has certain definite responsibilities. On the part of the teacher these responsibilities are:

1. To plan the environment carefully so that it will be filled with suggestions as to worth-while activities.
2. To watch the reactions of the children in this environment and to decide when to give suggestions, guidance, help, and information, when to stimulate interest, and

when to introduce new material. The teacher must be able to do all this without taking away a child's feeling of independence or his desire to experiment. One of the teacher's most subtle responsibilities is deciding when it is wise for her to participate in the children's activity by giving advice and assistance, and when it is her responsibility to let the children work things out for themselves.

3. To be responsible for the growth of organization. The rules are not ready-made or teacher-imposed. They grow out of experiences and needs and are made by the children with the help of the teacher. Problems of organization are met as they arise. In situations where gaining information through experience would be too costly, as in the case of health and safety (crossing streets, using apparatus safely, etc.), the teacher, because of her greater experience and maturity, may suggest the need of a rule, always talking over with the children the reasons for it. Organization that is worked out by the children themselves is appreciated by them.

The children have their own responsibilities. In using materials they must learn to show respect for the materials themselves and for the rights and satisfactions of other children. As working members of a group they should be doing something constructive. A child may at one time be playing individually, at another time in a group; at one time he may be a leader, at another time a contributing member of a group.

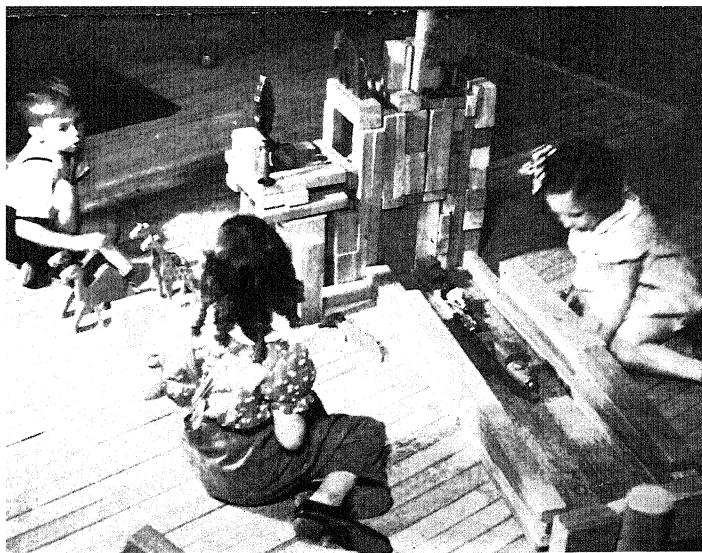
Children need to respect themselves, respect other members of the group, and recognize the teacher's place in the



WORKING ALONE

PLAYING TOGETHER





GROUP WORK—CONSTRUCTING WITH A PURPOSE

THE MID-MORNING LUNCH—MILK AND ORANGE JUICE



organization. Each child should grow in the realization that there are certain habits of social living which make him a more valuable and desirable member of a group. These include habits of order such as taking care of his own belongings, being responsible for putting away materials, using materials without waste, and walking in school halls; also certain health habits such as covering cough and sneeze, keeping hands out of mouth, keeping hands off food. In addition, he must develop desirable habits in regard to his relationship with other children, and with adults. All these habits and attitudes are built up slowly and informally and lead to organization. The teacher at all times uses her discretion as to the amount of responsibility the children should carry, ever realizing that there are times when she herself must assume the entire responsibility.

Now comes the question of what happens when the individual does *not* conform to this natural, logical, informal, and childlike organization. In many cases negative behavior is taken care of by the other children, who express disapproval or temporarily outlaw the offending member. Sometimes the teacher is called on by the children to help them work out the situation. Again, it may be necessary for the teacher to take the matter into her own hands. In almost every case of negative behavior temporary removal from the group in order to get better perspective on the situation, and return to the group for another trial is all that is necessary. Wholesome approbation of constructive behavior, from teacher and children, is a large factor in the development of good habits of social living. The most important part of constructive discipline is seeing that a child who has had to be punished for some misdemeanor receives definite approval

when, confronted with the same situation, he refrains from similar action. The fact that children are individual at this age makes them impersonal in their contacts with other children, and emphasis must be laid on a friendly and constructive attitude toward others. The average child responds to *what is expected* of him. This places great responsibility

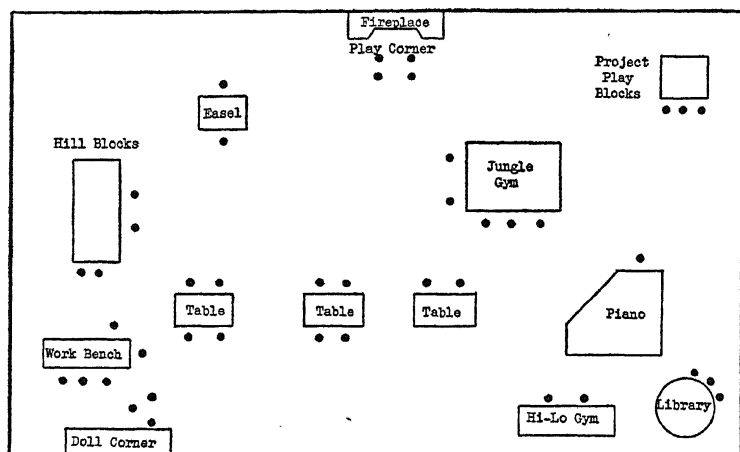


DIAGRAM I

Hill Floor Blocks	4 children building crude house
Project Play Blocks	3 children building garage
Work Bench	5 children working individually
Play Corner	4 children playing house
Doll Corner	3 children playing house
Hi-Lo Gym	2 children climbing
Jungle Gym	5 children climbing
Piano	1 child playing
Tables	10 children drawing, etc.
Easel	2 children painting
Library Table	3 children using books

on the teacher to expect the right conduct and attitudes but not to expect more than is possible for children of this age to do.

PLAN OF KINDERGARTEN ROOM DURING WORK PERIOD

Diagram 1 illustrates a possible distribution of children during a work period in which there is no specially centralized interest. Some of the materials in use may hold the children's interest through the entire period, but in other cases the children may change about from one activity to another.

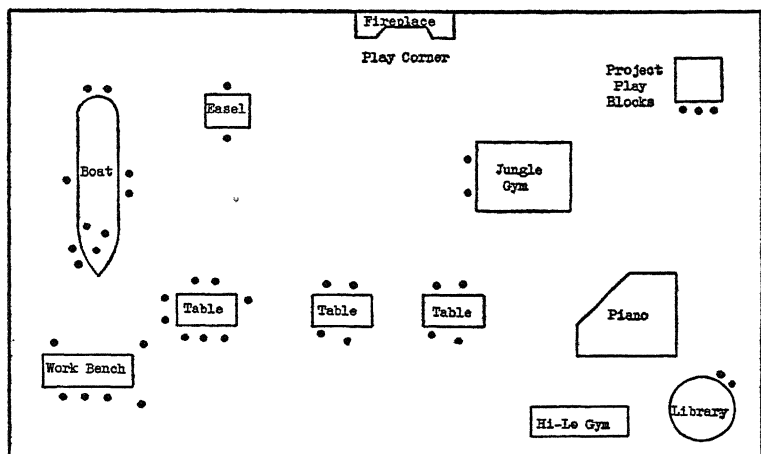


DIAGRAM II

Boat (Hill Blocks)	10 children finishing boat
Workbench	6 children making anchor, gangplank, lifeboats
Tables	2 children making life preservers
	8 children making sailor hats
	4 children painting smokestacks
	2 children making flags for boat
Easel	2 children painting name for boat
Jungle Gym	2 children climbing jungle gym
Blocks (Project Play)	3 children oblivious of boat
Library Table	2 children looking at pictures of boats

Diagram 2 illustrates a possible distribution of children during a highly centralized interest, the building of the "Queen Mary." This interest was unusually centralized, tak-

ing in almost all the children, in a manner more typical of first grade than of kindergarten. The organization illustrated was made possible by the fact that this was a mature group.

These two plans merely indicate types of grouping which may occur. At the beginning of the year there is usually no central interest, the work being almost entirely individual, with a few children working in groups. By the end of the year there is considerably more group organization, though seldom an interest which includes all the children.

SUGGESTIVE TIME SCHEDULE

It is necessary to have some general divisions of time, but any time schedule should be subject to change. A schedule elastic in regard to time but consistent with respect to sequence provides for conformity of growth. The following is a suggestive one.

8:45-9:35. Arrival of children, work period. As the habit of promptness is valuable, the children are encouraged to come to school at about 8:45, but exceptions are made in the cases of children who come a long distance or whose routine cannot be hurried. At this age starting the morning happily and without emotional upsets is more important than strict adherence to a time schedule.

When the children have hung up their wraps in the dressing room (taking part of the responsibility for doing this properly), they come into the kindergarten room. After saying "Good morning," they plan and are helped to plan their activities for the first part of the morning. Every child is encouraged to spend some time using the various pieces of apparatus that are provided for physical development. He is also helped to keep a balance between the various

activities, sometimes building with blocks, at other times using materials at the tables or the workbench, and often spending the morning in free dramatic play. At the end of the work period, which is sometimes prolonged if there is some special interest for which more time is needed, the children put away their work and materials and help to put the room in order.

9:35-9:50. Story time.

9:50-10:10. This is the period when the children go out to the dressing room, use the toilet, and wash their hands. When they return to the room they set the table and have a simple lunch of orange juice or milk and crackers, according to their particular needs.

10:45-11:00. As the children finish lunch they get their individual rugs, spread them on the floor, and stretch out for a period of quiet relaxation. Sometimes at the end of a rest period a carefully selected record is played on the phonograph.

11:00-11:15. When interest in music becomes general this is the time for group musical experiences, singing, rhythm, and the use of instruments. In good weather this group experience in music may be omitted and the whole of the last hour spent out of doors.

11:15-12:00. Whenever the weather permits, this time is spent out of doors on the playground or on the campus. At other times interesting excursions are taken in the building or the neighborhood, or the period may be used for some particular interest such as drawing or dramatic play or, in the latter part of the year, simple games.

This schedule is subject to change as the situation may demand, but care is taken that lunch and rest come at approxi-

mately the same time each day. During the first week of school the kindergarten session is only two hours in length instead of the usual three hours. This shorter period is long enough for children coming into a new experience and makes for better adjustment.

ORGANIZATION OF THE GROUP

There are approximately forty-five children in the Five-Year-Old Kindergarten. The children are divided into small groups. At first this division is made according to chronological age; later the children may be moved from one group to another if such a move tends to make for a better social organization. On account of the strain from noise and overstimulation which results when many children play together, the children are divided into two groups whenever possible and the schedule is reversed for the second group (weather is the determining factor). When this plan is followed, half of the children are in the room while the other half are on the playground. Those who are on the playground early in the morning have their work period during the latter part of the morning while the first group have their outdoor activities. All the children are in the rooms together for lunch and rest.

PART II

THE CURRICULUM

V

SOCIAL SCIENCE

THE social order of today is a closely integrated one. If we are to be satisfactory members of society we must learn how to live constructively with other people. In order to learn to do this we must have opportunity for contacts with people, for working in a group, for developing social responsibility; and we must know something about the organization of the world in which we live and be able to interpret the activities going on around us in their relation to the social order. The information we gain is of value chiefly as it clarifies social experience and aids us in our adjustments to social life.

These opportunities for social contact, for the development of social responsibility, plus knowledge and understanding of the world in which we live, constitute what is called "social science." It may readily be seen that much of the kindergarten curriculum is made up of social experiences and that out of these grow other phases of subject matter. A large part of kindergarten experience has to do with learning to live happily, comfortably, and constructively with other people. This is perhaps the most important thing that the child learns in kindergarten.

Children also have a great interest in the activities going on around them and a desire for information about the world in general. This is another phase of social science. It

is the responsibility of the kindergarten to give the children, to the extent to which they are able to assimilate it, correct information and adequate explanations. More important still, the children should be shown how to get information for themselves. Fact and fancy are strangely interwoven at this age and we must be careful to lay the emphasis where it is needed, keeping each in its legitimate place. Children often have an astonishing collection of wrong impressions and misinformation, because adults do not take the time to help them clarify impressions or to give correct information. Actual experiences, conversation, pictures, and stories can be used to disentangle confused ideas and to clarify thinking.

EXPERIENCES IN SOCIAL RELATIONSHIPS

Before considering in detail the various aspects of social science in the Kindergarten it may be well to describe and analyze several experiences of differing types.

Personal Social Relationships

The children at the sand table had been careless and sand had been spilled on the floor. At music time, when the children were skipping, David came to the teacher and said, "There is sand on the floor and it made me slip." The teacher stopped the music activity long enough for a group discussion of the situation.

Teacher: David says the children who were playing at the sandbox were careless and spilled sand on the floor. We have talked about this before, haven't we? Can you think of anything we can do to help us to be more careful?

Bobby: Ask them to sit down if they are spilling sand.

Teacher: We might do that, but if we saw a child spilling sand might it not be better to go over and ask him to be careful?

Children: Yes! Let's try it.

Teacher: All right. Jean, do you want to go over to the sandbox and begin to play? Sally can go over and remind you to be careful. (Jean and Sally go to sandbox.)

Sally: Jean, you are spilling sand. Can you be more careful? We slip on it.

Jean: Yes, I'll try.

(Several children repeat this play.)

This is a simple situation which is concerned entirely with social relationships, and consideration of the rights and the comfort of others. Emphasis was placed on helping children to do better without punishment, and on making a suggestion in a constructive way, which is often a difficult procedure for children, and had been difficult for the particular children involved.

General Social Relationship Involving Subject Matter

A picture showing ships and a lighthouse was put up in the room. The children noticed it. The following discussion took place:

Billy: I know what this is (pointing to the lighthouse). It's a lighthouse.

Bobby: I know about lighthouses. They have little staircases that go round and round inside.

Teacher: What are lighthouses for?

Alice: To keep ships from going on the rocks.

Teacher: How do they keep ships from going on the rocks?

Bobby: They have a light. I know a story about a little girl in a lighthouse.

Teacher: Tell it to us.

Bobby: This little girl lived in a lighthouse and her father was on shore and it was too stormy to get back. The little girl knew it was time to light the light so she went up and tried to light it. She couldn't reach it so she got a box and climbed on it. Then she could light it.

Teacher: Why did she have to be sure to light it?

Bobby: Because it was stormy and a lot of ships would be wrecked if she didn't.

This brief experience included some information about lighthouses, some understanding of their importance and the responsibility of the people in charge of them. It gave opportunity for exchange of ideas, which is language, and included a story by one child, which is literature. If the interest were to continue more information would be developed later.

A Social Adjustment Involving Subject Matter

David and Bobby were playing with a freight boat and a passenger boat. Difficulties arose because Bobby had all the pieces of wood that represented packages and letters on the freight boat, and David wanted some on the liner. Bobby insisted that only freight boats carried mail. Snatching, followed by a fight, made it advisable for the teacher to enter the discussion.

Teacher: Let's sit down and talk this over. What is the trouble?

Bobby: David wants mail on his boat. Liners don't carry mail.

David: They do too!

Teacher: Are you sure about it, Bobby?

Bobby: Yes.

Teacher: (To children) What do you think?

(The children are divided in their opinions.)

Bobby: They don't carry mail.

David: They do!

Teacher: How are we going to find out? Here is a book that tells about mail; perhaps that will help us. (The teacher reads story about letter traveling around the world. One picture shows where mail is carried on a liner.)

Teacher: Bobby, does this picture help you to decide whether a liner carries mail?

Bobby: Yes, it does. David was right.

Teacher: Then next time you play with the boats, could David's liner carry some of the mail? That would be fair, wouldn't it?

Bobby and David: Yes!

In this experience information was of value chiefly because it helped in social adjustment. The children were beginning to realize that arguments can often be settled by getting correct information about the facts. It was their first experience in going to a neutral authority, in this case a book, to settle a discussion.

Using Information to Raise the Standard of Play

The children were playing airplane, flying around the room in a somewhat disorganized way. A group meeting was called to discuss the way in which an airplane starts and stops, the way of heating up the engine, rising slowly, and landing carefully, and the necessity of care in flying. The children contributed much information to this discussion, which had a very definite influence on their play.

Experience in Social Living Involving Subject Matter

The George Washington Bridge. For several days the interest in the George Washington Bridge showed itself in conversation and in bringing pictures from home before it actually crystallized in play. Toward the end of the year Harold and Jane built a bridge with the Project Play Blocks and wood, using string for cables.

The bridge was complete, with approaches and footpaths, and there was a good deal of play with automobiles and toy people crossing the bridge, and boats going under it.

A group of six or eight children wanted a bridge that

they themselves could walk over. They built a simple bridge using the corner blocks of the Hill Floor Blocks and long planks. There was some discussion whether this was the bridge of the "Three Billy Goats Gruff" or the George Washington Bridge. There was a good deal of conversation about the bridge, with particular interest in watching it grow and in seeing the cables go across. The high spot of interest was laying the road, but the thrill came when the bridge was open for traffic and the children could actually walk across the bridge they themselves had built. Fishing from the bridge and sailing boats under it were added elements of interest.

The building of the bridge aroused interest in various ways of traveling to New Jersey—by ferries, by the Hudson Tunnel, by the George Washington Bridge itself. Individual children made tunnels in the sand table. Alan painted a crude map of the river with the New York and the New Jersey shores.

The culmination of this experience was an excursion to the George Washington Bridge, with the children and their teachers crossing the bridge in automobiles. Much more conversation resulted in regard to the bridge, ways of crossing the river, bridge toll, signs, lights, and differences between the New York and the New Jersey shores. The children were much interested in the possibility of walking across the bridge, and some of them have since urged their parents to take them to walk part way across it. All these experiences and discussions led to an understanding of the relationship of the bridge to the life of the community, and its contribution to the welfare of the city and of the towns across the river. There was much social experience connected with the building of play bridges. Dick, a solitary worker,

was so interested in Tony's bridge that he joined in painting it. An appreciative group often gathered to watch the making or painting of a bridge and to offer suggestions. When John's bridge was used in the sand table, more questions of social adjustment arose since many children wished to play with it. John was not an especially social child but he liked the interest the other children showed in his bridge and really enjoyed letting them play with him. Some of the more formal phases of subject matter that came out of the experience may be briefly analyzed as follows.

Arithmetic. Planning the proportions of the bridges, measuring the size of the supports, and counting the nails on each side for cables gave opportunity for number work.

Language. There was much discussion about bridges, and the conversation of the children as they played with the bridges involved the use of many new words.

Literature. There seemed to be no satisfactory stories about bridges for children of this age. The teacher therefore used pictures of bridges and told a very simple story about the building of the George Washington Bridge.

Industrial Arts. The children built bridges of blocks and wood, and made boats to go under the bridges.

Fine Arts. A number of the children painted pictures of bridges at the easel, or drew pictures with crayons.

History and Geography. In the course of conversation there was discussion about the development of ways of crossing rivers, what early bridges were like, and in what directions the George Washington Bridge extends. The characteristics of the New York and the New Jersey sides of the river figured largely in the discussion and in pictures. One child made a very crude map of the river and the bridge.

Science. An awareness of the possibility of spanning space by bridges was developed.

This was in no way a closely integrated activity, although there was a central thought in which every one was interested. Many small group and individual activities were carried on, with the entire group occasionally taking part in discussions and all the children participating in the excursion. The interests here described occurred and recurred, being spread over a considerable period of time, and illustrate the way in which the children's social science interests are considered and developed.

Social Experiences Utilizing Simple Forms of Subject Matter

As the activities of the Kindergarten develop, the beginnings of subject matter are evident. Each activity is likely to offer opportunity for growth in social organization, to have a health aspect, and to contain possibilities for the development of different types of subject matter. We may see in one activity the simplest beginnings of history and geography. In the course of conversation we hear such remarks as these: "I live on 120th Street"; "I come all the way from Jersey and I come on the ferry"; "This boat is going up the river to Albany"—this last from a child building with blocks. Thus begins the understanding of place relationships which is essential to geography.

In such statements as "When I was a little baby, a long time ago, I couldn't put on my own shoes; now I can," "When we were in the four-year-old group we went to the playground first thing in the morning," may be seen the beginnings of the understanding of time relationship that is essential to an understanding of history. We hear the chil-



BUILDING THE BIG BRIDGE

MAKING SAND PIES IN THE SUN



dren make such statements as "When my grandmother was a little girl she rode in a carriage. There weren't any automobiles." This again brings in the time concept in history.

Children are interested in places where people go. A mother goes south to Florida or north to Maine. The children enjoy tracing the journey on a map. A railroad map is especially interesting. Children often make simple maps showing the way to the elevator in school, the plan of their apartment, or the way to the grocery store. They are interested in the general points of the compass and sometimes play a game of walking north, east, west, and south. They begin to know certain geographical facts about their environment; for example, New Jersey is across the Hudson River and is west of New York, the Triborough Bridge is east of New York, and so on. They begin to realize that a river is different from an ocean and in what ways it is different; they begin to realize that the sun has some relation to the changing seasons. Many phases of geography have their beginnings in the actual experience of these children.

The subject matter of the different phases of social sciences arises in various ways.

Having an Actual Experience. In many cases this is the most desirable way to get information. When the Lindbergh plane was placed in the Museum of Natural History the children heard it discussed, saw pictures of it in the papers, and at their own request were taken to the museum to see it. When an interest in boats arose, the children and teachers walked to Riverside Drive to see boats on the river.

Recalling an Experience. Children who have traveled on a boat or a train, or have had some other interesting experience, may tell about it, thus starting discussion.

Vicarious Experience from Books. A picture or a story often leads to much discussion and may suggest an activity. Pictures and models are also used to clarify discussions when opportunity for the actual experience cannot be provided.

Dramatic Play. Children dramatize experiences in which they have participated or about which they have heard, such as going to the farm, delivering milk, traveling.

As interests vary from year to year it is possible to list only some of the most important ones that have occurred. Those selected have many educational possibilities and because of their vitality are apt to recur with successive groups of children.

Home Relationships

The activities relating to home and home relationships include all phases of family life: sleeping, eating, cooking, cleaning, going for walks, dressing up, playing sick child and doctor, telephoning, buying food, building houses, moving in furniture. Many of these activities take place both dramatically and in a realistic way, as the following examples give evidence.

Cooking. The children play cooking, using the toy stove, and serve many imaginary meals. They also use the electric stove, under supervision, and cook foods that are suitable for children to eat, such as carrots, spinach, applesauce, and gingerbread cookies. Butter and ice cream are made. Cooking gives opportunity for emphasizing hygienic habits with regard to the handling of food, and for teaching a few simple facts about food values, the ingredients used in cooking, and the actual cooking process. It frequently serves to popularize a food that has been none too well liked by individual chil-

dren. It is essential to have the right equipment for cooking and to cook under hygienic and safe conditions.

Housekeeping. In their play the children continually dramatize various phases of housekeeping, such as sweeping, dusting, washing doll dishes and doll clothes, and putting things in order. Even more interesting is the actual participation in the real process. The children wash the doll clothes and iron them with a small electric iron. This is done under careful supervision.

The children also gradually assume some of the responsibility for the actual care of the room, forming the habit of putting away material, picking up scraps, sweeping the floor, and washing the tables after painting. If they are to form these habits it is essential to provide the right materials, such as small brushes and brooms, long-handled dustpans, and damp cloths for wiping the tables. These materials are kept in convenient places where they are easily accessible to the children.

Community Relationships

Store. The type of store made by the children varies. It may be a grocery, a dairy, or a toy store. The activities in connection with the store include making the store, buying and selling, telephoning orders, delivering goods, and sometimes making signs and articles to sell.

Hospital. Children are very likely to play hospital, especially after being in a hospital. When this play does occur it may be used as an opportunity to develop right attitudes toward hospital experience.

Fire-Engine House. Playing "fire" occurs repeatedly in the Kindergarten. Because of its content this play offers possi-

bility for rich dramatic activity. It usually begins in a fragmentary way, but often develops to a high degree of organization. Many valuable learnings come out of this play, such as knowledge of fire prevention, fire protection, the place of the fire department, and the way to take care of oneself in case of fire.

Post Office. Very simple forms of this play satisfy kindergarten children, interest being mainly in collecting and delivering letters. Sometimes the children make a postbox, or build a post office.

Farm. The farm is another general and intensive interest which usually recurs throughout the year. Probably the most outstanding interest is in the dairy farm, and in farm animals. The smaller building blocks and the sandbox are usually the centers for this activity.

Theater. Occasionally the children play theater. Usually the kindergarten tables and chairs prove to be sufficient for stage properties. Sometimes the children are the actors, and at other times the dolls. These plays are very short and cover a variety of subject matter reaching from farms to fairies. The building up of the social organization even more than the plays themselves is of real value to the children.

Transportation. Interest in various forms of transportation can be relied on to appear in every group of children.

Trains—Activities vary from playing train with packing boxes in the playground, to building quite intricate railroad systems, including stations, tunnels, and tracks made with blocks, and to making trains, signals, and so on, with wood.

Boats—Boat activities are carried on with as great enthusiasm as train activities. Much the same materials are

used, with the addition of a water tank, which gives actual opportunity for using boats in water.

Airplanes—As with boats and trains, a variety of materials can be used. Interest is in types of airplanes, hangars, landing fields, lights, and the like.

Automobiles—The children have much experience with automobiles, and are interested in the various makes of cars. Their automobile play includes trips to various places with interest shown in obeying traffic regulations and in using service stations for gas and repairs. Filling stations are often made with blocks, and a length of rubber hose is particularly useful. Traffic signals of all kinds are made, and streets are laid out with blocks so that signals can be used.

All these interests appear in a variety of ways, and occur and recur during the year. The interest in boats, for example, was displayed in many ways throughout the year. Records for the year show that during the first week of school this interest appeared in the playground, where a group played boat with a packing box. In the kindergarten room the toy boat suggested the building of a dock with blocks. According to the kindergarten records, the interest recurred during the year, the activities becoming more complex as the year progressed. The following excerpts illustrate how any one interest may appear and develop throughout the year.

Week of October 11

A group of boys were interested in making a dock with blocks, using toy boats and barges. Much interest was shown in freight; small blocks were used as freight. A harbor was built, and toy people fished from the pier. There was conversation about boats and several children made boats with wood. The use of the social science reader *A Story About Boats* led to further discussion and questioning.

Week of October 26

Discussion of differences between docks and stations arose as a result of boat and train play with blocks (child said boat came into station). Discussion of freight carried by boats on river followed. One child made the "Robert Fulton." There was discussion of early boats.

Week of February 4

One group worked all week with the Project Play Blocks, making railroad tracks to connect with dock. The general interest has been loading and unloading freight.

Week of February 18

Jane and Harold built the George Washington Bridge with a combination of blocks, boards, and roving for cables. People and automobiles were crossing the bridge; many boats were going under the bridge.

Some expression of the children's desire to learn more about boats appeared every week. In March the boat interest culminated in the building of the "Queen Mary" with the Hill Floor Blocks. This activity involved practically the whole Kindergarten and lasted about three weeks. The record states: "This is the first interest in which the entire group has definitely participated, although there have been other large group interests." In developing this activity the children used a great variety of materials. Books were consulted for information, and pictures were constantly examined. Participation does not mean that all the children displayed a continued active interest, but it does mean that at one time or another every child was interested to the point of taking some part. Even though this was an unusually popular activity, some of the children were meanwhile pursuing other interests. For instance, a little girl who had been absorbed in making a doll dress might pick up her sewing, buy a ticket, and board the boat; or another child might leave his

painting, take a ride on the boat, and then go back to finish his picture.

Another interest that appears again and again in various forms is playing store, varying from the simplest form of this activity, which may be making and selling pies in the sandbox, to using a board or a table for a counter and selling a miscellaneous collection of objects; or even to building a store out of blocks with the children making the things they have to sell. This activity often lasts two or three weeks. Although the more elaborate project of longer duration is of value, we usually find that the shorter fragmentary interest is of even greater value to the individual child.

Discussion of Current Events

Often when some important event is featured in the newspaper, the children hear it discussed at home and are likely to start a discussion of it at school. Pictures from the roto-gravure supplement of the Sunday newspaper are often brought to school. The children are interested in weather reports, in accounts of any unusual weather condition, in events such as the Ohio River flood, the opening of the Triborough Bridge, or a large fire in the city.

A group of three boys built a newspaper stand and decided to make newspapers to sell. This led to a general interest in newspapers and in the need for discrimination in the choice of news items to put in their own papers. Many children participated in the activity of making newspapers, and their papers reflected the experience they had had with real papers. Interest was mainly in exciting events (often tending toward tragedy), and in advertising. Some papers were entirely composed of advertising, others were "picture papers."

These newspapers were very simple in form, being usually a single sheet of paper with a few words written by the teacher at the child's dictation to supplement his picture.

Discussion of Social Issues

Situations may arise necessitating discussion of large social issues. If the children build a battleship or a fort, or if they are playing Indian or cowboy or soldier, there is usually a great deal of shooting and the need arises for a discussion of this activity. The question is discussed very frankly, the dangers of playing with guns are pointed out, and emphasis is placed on the fact that it is unwise to point guns at other people or even to pretend to shoot. When the question of war comes up, this also is frankly discussed. The discussion is not a wholly idealistic one, but revolves around present conditions. Contributions made by the children to the discussion have included the following statements: "When there is war lots of people get killed." "When there is war things get destroyed." "If one man kills another man we put him in jail. If lots of men kill other men, why don't we put them in jail?"

In the course of discussion the children are likely to point out that we still have an army and a navy. This leads to further discussion of the fact that it would be desirable for all nations to disarm but that this ideal is still something to be worked for and is as yet not realized; also that we have the army and navy only for self-protection, not for aggression.

After an earnest discussion in which the whole group participated, there was a marked difference in the children's play, with very little warlike activity. Several times one child

reminded another not to play shooting. One mother reported that her boy had put his toy gun away.

On another occasion the question of hunting wild animals arose. One child said: "That is just what we were talking about before," and the group discussed the undesirability of shooting animals "for fun" when they were not needed for food. There was also discussion of the dangers that might be involved; one hunter might shoot another, or shoot people walking in the woods.

Another important social issue is responsibility for helping other people when they are in difficulties. Every year some specific situation arises. Some one may ask for clothing for a child who is in need, or tell of an undernourished child who needs milk. A concrete situation such as this gives rise to a discussion of responsibility for sharing with other people, avoiding the aspect of charity. The children bring clothing and save pennies, always with a definite situation in mind; for example, bringing their pennies to send to the Red Cross at the time of the Ohio River flood in the winter of 1937.

Desired Outcomes

It is readily seen that through their experience in living together the children have many opportunities to make individual and group adjustments. They begin to learn their responsibilities as members of an organization and to realize that certain definite rules are necessary to the well-being of their own group and of a larger society. There is a beginning also in the development of certain desirable social attitudes.

The children are also gaining some understanding of wider human relationships as well as of relationships of time

and place. They are gaining specific information in connection with each activity in which they participate.

EXCURSIONS

Excursions enrich and clarify the experiences in which the children are participating, and also supply a wider field of subject matter. The situation of the Kindergarten in Teachers College affords exceptionally rich opportunities for interesting excursions in the building, and only occasionally is it necessary to go farther afield. Every excursion that is taken is in connection with a specific experience. Before going on the excursion the children and the teachers discuss how to get to the place where they are going, and how to take care of themselves on the excursion. Responsibilities include keeping hands off the glass cases in a museum, keeping together in a group, and being quiet in public places.

A great deal of questioning and conversation takes place during the excursion, and its effect may be noticed for some time afterwards. There is, however, no formal discussion on the return from the excursion. Expressions of interest come spontaneously from the children. Children's discussion is not always a measure of their interest. Teachers are often too eager for visible evidence of children's reactions to an experience and try to get them to discuss it immediately, or they may expect results in terms of pictures, block building, woodwork, and the like. A wise teacher will realize that this expression may come up later as an enrichment of a further experience. For example, a group of children took a subway ride from 125th Street to 116th Street, Manhattan, because of an expressed desire on the part of several children who had not been on a subway. This trip included a ride on the

escalator at 125th Street, putting money in the slot, waiting on the high platform for the train, riding in the first car so that it was possible to watch the train going into the tunnel, and getting off at 116th Street where it was possible to see trains going from the tunnel to the outdoor tracks. The children were full of questions and talk during the trip. However, they made no further mention of the trip until about three months later, when they suddenly burst into playing subway, building tunnels, and painting pictures of trains. This experience which had lain fallow for three months then functioned most intensively.

Excursions taken during the school year include visits in the College buildings, in the neighborhood, and to places of interest in the city.

Excursions in the College Buildings

Fine Arts. Within the College buildings there were excursions to the clay room to watch the students model and to see the equipment; and to the art studios to see students painting or drawing.

Household Arts. The children visited the Household Arts department, to observe cooking and up-to-date refrigeration.

Science. The children also visited the Biology department where white rats and guinea pigs are used for experiments in diet and where they could see the effect of diet on these animals. They saw, for example, two guinea pigs, one with sleek hair because of proper feeding, and the other with rough poor hair because of improper feeding. The children were quick to grasp the significance of this difference. In the Horace Mann science room the children saw and examined a variety of nature material. They were occasionally invited

to go to the science room to see a moving picture showing farm animals, how wild animals sleep in winter, and so on.

Machinery. There was a trip to the engine room in the basement of the college building to see the engines in action. These engines pump water, circulate air, and generate electricity.

School and College Libraries. Although the children had their own books in the kindergarten room they enjoyed going to the larger libraries for wider experience. They learned to use the books in a library and also learned how to take care of themselves in a situation where other people are studying and reading.

Swimming Pool. The children watched older children and adults swimming in the pool.

Excursions in the Neighborhood

Stores. The children went to the grocery store to buy needed supplies for cooking; to the dairy for cream to make butter; to the florist to buy flowers for the kindergarten room; and to the clock store to have the clock repaired.

The River. The children were taken to Riverside Drive to see the boats on the river.

Churches. Excursions were made to St. Paul's Chapel, Riverside Church, and the Cathedral of St. John the Divine to see beautiful church interiors and hear the bells.

Excursions in the City

Places of interest visited in the city included the Museum of Natural History, a fire-engine house and a fireboat, and the George Washington Bridge. The children also had a ride on a ferryboat.

Picnic. The longest excursion is made at the end of each year to a picnic ground in Van Cortlandt Park. Here the children play in the woods, gather flowers, and eat a picnic lunch. The picnic ends with a bonfire which not only is a fascinating experience for the children but gives opportunity for good civic training—emphasizing the responsibility for cleaning up a picnic ground.

Desired Outcomes

A great deal is learned about how to conduct oneself on an excursion, especially in a public building.

Actual information is gained and the experience often clarifies ideas and supplies a stimulus for creative work.

HOLIDAYS AND FESTIVALS

The celebration of holidays and festivals is a part of social living. In the Five-Year-Old Kindergarten holidays are treated as opportunities for enriching experience rather than as occasions to be superficially or too elaborately observed, or as a core around which a curriculum may be built. Values are carefully weighed. In some schools Hallowe'en, a most incidental holiday, often receives greater attention than Christmas. It is more desirable for children to have simple fun by making a real pumpkin jack-o'-lantern than to live for a week or two in a room hung with crepe paper and decorated with cut-out witches and paper pumpkins.

We want to help the children to gain from festival experiences everything that is valuable for their age, but it is unwise to overemphasize the situation, to overstimulate the children, or to resort to devices to keep their interest. When such devices are used experience ceases to be educative.

In planning worth-while experiences in relation to holiday celebrations there are a few outstanding points to be considered.

1. What is most valuable for a kindergarten child to know about holidays?

In general his information should be of the simplest kind, though this will naturally vary with the individual child and with the interests of the group. Because the children of this age have little sense of time relationships, elaborate historical explanations and stories are not necessary. A brief discussion to clarify the situation for the child and to help him understand why people are celebrating the holiday is all that is needed. Thanksgiving, for example, may be connected with its historical origin if the children are interested in this, but the very obvious explanation of the name of the day, that it is a harvest time when people think of all the various things for which they are thankful, is usually sufficient.

Lincoln's and Washington's birthdays, because they are national holidays, should not be passed over without recognition, but an informal discussion is all that is needed, with perhaps a picture to clarify the discussion. Easter should be approached in the same manner as Thanksgiving, with the explanation that it is a time to be glad because spring has come. The simplest version of the Christmas story supplies the background for Christmas experiences.

2. How may festival experiences be celebrated so that they will be valuable and give satisfaction to the child, yet not be overstimulating?

The festivals which mean most to children are Christmas and their own birthdays. These offer opportunities for the

greatest happiness, but too often are merely occasions for overstimulation. A definite effort to counteract this tendency is made in the Kindergarten. At a parents' meeting early in the year the question of festivals is discussed and the parents are urged to keep experiences simple. A birthday celebration at school is a very simple occasion; the appropriate number of candles is burned at lunch time, and the birthday child may be given a special privilege to choose a story or a song. This is sufficient celebration, but if the parents wish to do anything more they are encouraged to bring cookies rather than a birthday cake. Many parents co-operate in the suggestion that instead of an elaborate birthday party at home the child entertain one or two friends at luncheon.

In New York, Christmas preparations are so overdone that there seems to be great need to keep the school experiences of this holiday season simple. The Christmas situation is discussed with parents and they are given a suggestive list of books and playthings suitable for gifts. It is suggested also that instead of taking the children to the department stores to be confused by crowds and multiple Santas, the parents take them to see toy displays in smaller shops in the neighborhood. In kindergarten the children get a great deal of satisfaction from the simplest experiences and preparations. Many of them are interested in making gifts which are merely the continuation of work they have been doing. Several small trees instead of one large tree are placed in the room during the last week of school so that the children may have time to enjoy them, play with them, and trim them with the paper decorations they have made. Among the interesting features of the Christmas experience are the spontaneous dramatizations that arise. The children "play Christmas" in

small groups in many different ways. There is no elaborate culmination of the Christmas experience. On the day before the vacation begins, the parents are asked to come to the Kindergarten and to meet with the children in the chapel of Teachers College. There is a short Christmas service consisting of organ music, singing Christmas songs, and the reading of the Christmas story. The first grade children also participate in this activity.

After the chapel service the children and their parents go to the kindergarten room, where a fire is burning in the fireplace. This and the gaily decorated Christmas trees give the room a festive appearance. After a short period of singing and dancing the children give their parents the presents they have made for them.

St. Valentine's day is a festival in which children may take part with a great deal of pleasure if the participation is simple. As with most of the holidays the greatest pleasure is in the preparation. The children make original valentines for their friends and one another. Usually these are taken home and again there is no special culmination of the experience.

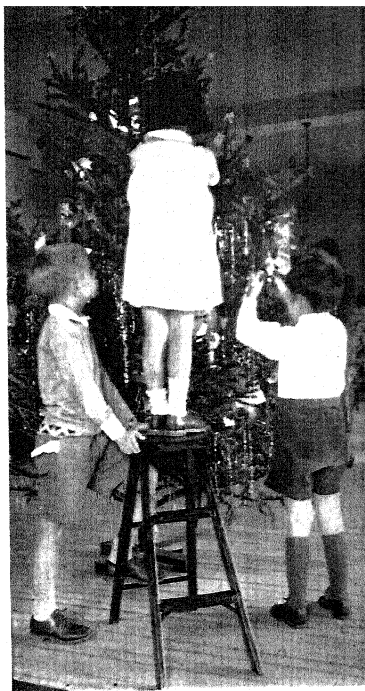
Desired Outcomes

Through these experiences the children gain some understanding of why festivals are celebrated. They have opportunity for wholesome, interesting, and simple participation in the celebrations, and can build up appreciation of right values with regard to these experiences.

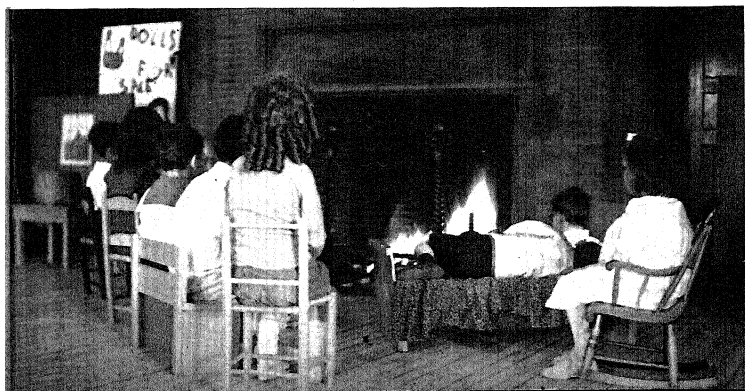
HEALTH AND HYGIENE

The question of health is an important factor in community living. In the Five-Year-Old Kindergarten the healthful

THE CHILDREN TRIM
THE CHRISTMAS TREE
WITH DECORATIONS
THEY HAVE MADE



A QUIET HOUR





BURROWING IN THE AUTUMN LEAVES

EACH SEASON HAS GOOD TIMES OF ITS OWN

MAKING THE MOST OF A FALL OF SNOW



development of the child is carefully planned for at all times. The school and the teacher are responsible for a healthful environment, for medical examinations, and for the quick recognition of colds or any sign of the beginning of a contagious disease. In cases that seem to need special attention the matter is discussed with the school medical office and with the parents, and suggestions are made as to desirable procedures.

There are also many aspects of health and hygiene of which the children are made conscious. Definite health habits are established, or at least started. Among these habits are: keeping hands and other objects out of the mouth and nose, and away from the face; washing hands after using the toilet, before eating, and whenever dirty; covering cough and sneeze; keeping hands off plates on which food is to be placed; keeping hands out of drinking cups, and off edges of cups; refraining from unnecessary handling of food; refraining from eating food that has fallen on the floor; eating and drinking slowly, and chewing food thoroughly.

There is also opportunity to discuss food values and the reasons for eating certain foods. An effort is made to popularize certain foods by helping the children prepare these for their midmorning lunch. This lunch usually consists of orange juice, tomato juice, or other fruit juices or milk, according to the recommendation of each child's own physician, and sometimes graham crackers or fruit.

The rest period brings up a discussion of the need for rest and for a definite number of hours of sleep. Although individual cots have certain advantages, it is more practical in this particular situation to have the children rest on washable rugs on the floor. In order to keep conditions as hygienic

as possible each child's name is marked at one end of his rug. The children are taught from the first day that they must always lay their heads on the marked end. They are also shown how to fold rugs lengthwise first in order to avoid putting head and foot ends together. During the rest period the window shades are drawn and emphasis is placed on quiet and relaxation. The children are not expected to lie in any one position, though they are helped to find a comfortable resting position.

The teacher assumes the responsibility of seeing that the room is well aired before the rest period and that in case of draft the windows are closed while the children are resting. At the beginning of the year the teacher helps each child find a desirable place to put his rug for resting, which the child usually keeps throughout the year. During the rest period care is taken that there is no disturbance in the room, the teachers sitting quietly near the children to give help if needed. A "Rest Period" sign is placed on the outside of the door during this time to prevent visitors from coming into the room.

The care of the eyes is essential. The children are helped to understand that work must be done in a good light but not with direct sunlight in the eyes. They begin to learn to take care of this situation for themselves and to regulate the light.

As has been mentioned, outdoor play is considered most important and as much time as possible is spent out of doors. Indoors the children are encouraged to spend some time in using various pieces of apparatus that give opportunity for physical development, such as the Jungle Gym and the Hi-lo Gym.

There is close co-operation between the home, the school medical office, and the Kindergarten. Any child who has been absent from school for any reason must report to the nurse before he is re-admitted to the group. If during the morning the teacher feels that any child is not up to normal, he is sent to the doctor's office for observation. The nurse and the doctor decide whether he should remain in the group or go home.

At the beginning of the year the parents sometimes question this close supervision but soon understand and value it.

Desired Outcomes

Through the use of this carefully selected environment the maximum development of healthy normal children is expected. The children are helped to understand the need for certain essential desirable health habits and to form these habits.

VI

NATURAL AND PHYSICAL SCIENCES

NATURAL SCIENCE

CHILDREN are highly interested in many kinds of concrete science experiences. They are often puzzled by natural phenomena, and need to have help in understanding them. Even in a city environment the teacher may find many opportunities to give the children valuable experiences in natural and physical sciences.

Animal Life

A friendly contact with animals is the most satisfying nature experience that it is possible for little children to have. In order to provide experience with a variety of animals it has been found best to have pets as visitors rather than as permanent guests in the Kindergarten. The length of their visits varies from one day to a number of weeks, according to the value of the experience for the children and the ease with which it is possible to care for the animal. The hygiene of keeping animals in a kindergarten room must be considered. Cages which are appropriate for the care of various animals and easily kept clean are part of the kindergarten equipment. With care and definite supervision on the part of teachers a firsthand contact with animals can be managed

very successfully. Children should have a growing feeling of responsibility for the care of pets. For instance, they enjoy being partly responsible for providing the animals with food, bringing vegetables from home for the rabbits or the guinea pig, or saving part of the milk from their midmorning lunch for the mice. At this age, however, they cannot be expected to assume the whole responsibility; that would be fair neither to the animals nor to the children.

Examples of animal life that have been satisfactory visitors in the kindergarten are: goldfish (permanent); canary (may be permanent if desired); rabbits, guinea pig, white rats and mice, pigeons, doves, frogs, turtles, large and small; salamanders, newts, snails, worms; caterpillars, moths, butterflies, cocoons; duck, and hen and chickens. Some of these animals, such as the duck, the rabbit, and the turtles, can stay for an extended period of time. During the year a large white drake was one of the most satisfactory of these visitors. The children built a pen with the floor blocks and laid it out as an apartment with various rooms. They gathered grass from the campus and went to the college shipping office to get excelsior for the drake's bed. A large pan of water supplied him with a bath, and "Peppi," as the children called him, did not seem to be at all hampered by apartment life.

A very popular pair of visitors were "Mr. and Mrs. Pigeon," who lived in a large wire cage which the children furnished with perches and a nest. There was great satisfaction when first one egg appeared in the nest and then another. When the children were told that the mother pigeon would be more comfortable if they did not watch her too closely, they suggested making a curtain to put around the part of the

cage in which the nest was placed. The experience culminated in the hatching of two baby pigeons which were kept until they fledged out, and were then sent away to the country.

Frogs' eggs brought in by one of the kindergarten mothers developed into tadpoles. A tadpole kept in the kindergarten room for two years developed into a frog.

There have been more temporary animal visitors, such as the "leetle keety" brought in by a small Polish girl. Kitty was too acrobatic to stay in a pen, and a house with a roof had to be built for her day's visit. Friends often stop in with some animal for the children to see. One day a teacher from the biology department brought in her pet raccoon. This animal was particularly interesting because the children could watch him wash his paws before eating. The mother of one of the children brought in a marmoset; another brought a snake.

Because we consider it important for children to know something about the birth and nurture of young creatures, other types of experience with animal families are provided in the Kindergarten. The children watch guppies develop within the mother fish, or a mother rat feed her babies. Twice a mother hen has hatched eggs and brought up a family of chickens.

Other experiences with animals include visiting those in the science room, the rats in the nutrition laboratory, the squirrels, pigeons, and other birds on the campus, and seeing exhibits of animals in the Museum of Natural History. Much vicarious experience with animal life is brought to the children by means of books, pictures, moving pictures, and stories.

Plant Life

The most satisfactory experience that the children have with plants is in the garden, which, though small, is fortunately, sunny. Here the children can dig to their hearts' content, a most desirable experience for children who live in the city. Tulip, narcissus, crocus, and hyacinth bulbs are planted in the fall. Quickly germinating seeds, such as sunflower, radish, corn, pumpkin, and bean, are planted in the spring, and the children watch daily for the first seedlings. These plants are growing well by the time school closes in the spring; and in the fall there are crops to be gathered. The corn grown in the garden is popped in the fireplace during the fall; the pumpkin vine supplies pumpkins for Hallowe'en, and the sunflower seeds are used as food for the first grade parrot. The children enjoy planting the seeds, but display their greatest activity and interest in digging, shoveling earth, tunneling, discovering treasure—such as a variety of stones, watching the earthworms, finding earth of different colors, feeling the earth with their hands, and so on. This is an unusual opportunity for children in a large city.

Tools that have proved most satisfactory for gardening are trowels, spades, rakes, and watering cans. The use of trowels, spades, and rakes gives real opportunity for physical development.

During the winter there is a good deal of experimentation with plants indoors. Experiences include planting seeds and bulbs in the window boxes, and narcissus bulbs, carrot tops, sweet potatoes, and so on, in water. In the spring and fall, after week-end visits to the country, the children bring in flowers and help to arrange them. Bowls, vases, and insets

of different sorts are provided so that the children may have experience in selecting appropriate containers for flowers.

An Indoor Garden

In an effort to enrich these city children's experiences with nature, the teacher arranged for an empty sandbox to be brought into the kindergarten room in the early spring, and suggested that this would be a good place to make the indoor garden that she and the children had been discussing. The children brought in pails of earth from the outdoor garden to fill the sandbox. Then plans were made as to what would be best to plant. The children decided to plant radishes, lettuce, and carrots, and later, corn. The vegetables were planted in one half of the space and grass seed was sown in the other half. The children called it "the farm" and two of them made a crude wooden farmhouse. The teacher dressed two "Standpatter" dolls as the farmer and his wife; these led to much dramatic play. A sprout from an avocado seed which had been growing in a jar of water for some time made an excellent tree. Each morning when the children arrived they hurried to the garden to see whether any seeds were growing and held long discussions about possible progress. They watered the garden, raked and cultivated it with small tools, and "mowed" the grass with scissors. The garden was literally a growing thing. New varieties of seed were planted, and accessories such as a pond with tiny goldfish and a small birdhouse were added.

Other Outdoor Experiences

The university campus gives opportunities very valuable to city children for raking and collecting leaves, finding dif-



AN INTERESTING GUEST



HOW HOT IS IT? THE
BIG THERMOMETER IS
EASY TO READ



A SEASONAL OCCUPATION—PREPARING THE GOOD EARTH FOR SPRING PLANTING

THE SANDBOX HAS POSSIBILITIES IN AN INDOOR GARDEN



ferent kinds of trees, feeding the pigeons and the squirrels, and playing on the grass and in the snow. It also provides them with a place where they can wander and investigate in safety.

PHYSICAL SCIENCE

Five-year-old children are beginning to have definite scientific interests, and enjoy experimenting with the sand glass, the magnet, the magnifying glass, and so forth. A large three-foot thermometer is easy for the children to read; they soon acquire the skill necessary for reading it and become interested in room temperature.

There is always interest in seasonal changes and in weather changes. These changes are sometimes emphasized by simple experiments such as putting water out of doors to freeze and bringing the ice indoors to melt.

An interest in simple mechanics is displayed, and some children experiment with ways to pull things up. For instance, building a two-story house with blocks usually means the working out of some form of elevator.

There is great interest in the college and school elevators, in the machinery in the basement, and in the electric clock. There is always much conversation and investigation as to "what makes things go"—the mechanism of toy boats, trains, airplanes, and automobiles.

Desired Outcomes

In the work in natural and physical sciences the following objectives are kept in mind:

To give the children firsthand opportunity to observe and experience some phases of cause and effect.

To give the children firsthand opportunity to experience, investigate, and experiment, thus encouraging an attitude of questioning and experimentation.

To give simple scientific information appropriate to the child's interest and degree of understanding.

To give pleasurable experiences with various phases of nature.

VII

CREATIVE ARTS

FROM earliest times man has taken a deep satisfaction in his ability to use materials to create something that will be his own and that will express his own individuality. Many of us are limited in our ability to create because our experiences both at school and at home have developed self-consciousness, and have made us too cautious. The modern school attempts to produce a situation in which such conditions will not arise. Children are naturally creative, and when free from too much adult interference achieve surprising results. More important than the result, however, is the satisfaction that children get from creative work.

Children like to handle materials, to put things together and to take them apart. Constructive materials are valuable for several reasons. In the first place children get a satisfaction from working with them. Again, children should be encouraged to use their hands and to feel the joy of creating. In working with materials the children have the opportunity of experimenting, of gradually realizing the possibilities as well as the limitations of these materials, of developing skills, of learning to plan, and of gaining discrimination in constructive criticism of their own and other children's work. It is remarkable how much information children acquire during the year which is the direct outgrowth of their work

with materials. For example, two boys were making boats, one the "Queen Mary," the other the "Normandie." When a question came up as to the number of funnels and their relative heights, both boys stopped work and proceeded to hunt for the information. First they asked different persons but different answers showed this was not a reliable source. One boy finally got his information from a newspaper picture of the "Queen Mary." The other boy, not being able to get the information he desired, suggested that the teacher telephone to the steamship company's office. This was done immediately, and work on the boats was resumed. This illustration is evidence of good constructive thinking guided by the realization of the value of obtaining needed information from reliable sources.

In all creative work in the Kindergarten emphasis is put on freedom of thought and expression and the children are encouraged to express their ideas in art form. Carefully selected materials and opportunities for creative work are provided and the children use them freely and gain ideas from experience, from their environment, and from one another. The teachers help in the formation of certain essential habits and skills, and provide situations and experiences which will stimulate creative work. They are careful not to impose their own ideas on the children or to give them too mature techniques which may actually hamper their freedom of expression and originality. They are also careful not to condition them as to content by mature suggestions.

The standards of workmanship of children of this age may be raised by:

1. Providing opportunity for the child to do enough work with the materials to realize their possibilities.

2. Providing opportunity for the child to get helpful recognition. This may be recognition from another child, from a member of his family, or from the teacher.

3. Providing opportunity for the child to get constructive suggestions about improving his work. For example, when a child is making something out of wood he will sometimes use too many nails or not enough. His interest in the product will help him to see that there is real point to the suggestion that too many nails will split the wood or that one nail is not enough to hold the wood together.

4. Helping the child to develop gradually in the ability to analyze his own work and to learn how to improve it.

5. Bringing into the environment products made from the same materials as those the child is using, which may serve as inspiration or give actual help in information and technique.

6. Working with the children. This is an interesting and satisfying way of occasionally giving the children actual help and inspiration. The teacher may give the help personally, or may arrange for an expert to come in and work with the children. For example, on one occasion a well-known sculptor, the father of one of the children, came to the Kindergarten, sat down at a table during the general activity period, and started modeling. It was not long before he was surrounded by a group of children, whom he invited to work with him. It was interesting to note the variety of things the children made. The sculptor's work gave them fresh inspiration and interest in the possibilities of clay.

7. Giving actual help in technique. There are times when, for the sake of safety or the development of greater skill, the children need to be shown how to use materials or tools. As the child progresses in his work there are many pro-

cedures in which he needs help, such as learning how to join pieces of clay together (handles on cups, legs on animals) and learning the simple technique of using paints.

One valuable part of the work with materials is the information children gain as they work. This is one of the many reasons why supervision is needed. The child who is working on a toy airplane asks many questions and finds out many facts about airplanes. The child who makes a boat of blocks and plays "going to Europe" may learn much about traveling in a boat if there is someone to answer his questions, to give him suggestions, and to correct wrong impressions. Care is taken, however, not to overdo the giving of information; young children should not be overloaded with facts.

LANGUAGE AND LITERATURE

Language

The children in the Horace Mann School have so many rich and varied experiences that the question of language is more one of guiding than of stimulating conversation. Children naturally like to talk about their own interests and experiences, to tell their own stories, to look at pictures and books which have familiar scenes and story content, and to discuss them. All these natural activities supply opportunity for language development.

At this age conversation is apt to be diffuse and scattered. Children need to learn to follow one line of thought; to have something worth talking about, and to tell it clearly enough so that other people will understand it. The content of the conversation is influenced by the work that goes on in the Kindergarten and by the experiences that the chil-

dren have outside of school. Throughout this plan for teaching children many opportunities for language development and for creative expression will be noted. There are interesting conversations during the work period, at the lunch table, and on excursions. The children are constantly asking questions and adding new words to their vocabularies. The teacher's responsibility lies in discrimination of content, explanation of words, correction of speech difficulties with the co-operation of the speech department of the College, and in turning to advantage the opportunities that may arise for the use of creative language.

With many of the children we see the beginning of written language in their desire to record a story or an experience. They may dictate to the teacher a short descriptive statement to accompany a picture and later branch out into complete stories. Children frequently bring to school stories that they have dictated at home; occasionally a child is able to write or print a few words himself. Letter writing also gives opportunity for oral and written expression. Letters are written to classmates absent from school, to friends, and to parents who are traveling.

It is most important that children have a variety of experiences to enrich the content of their conversation and to stimulate creative work. It is also important that they be given language patterns which are sufficiently varied that they can adapt them to their own creative work without following any one pattern. The very fact that children will pattern their creative work to some extent on stories and poems they have heard makes it doubly necessary to be careful of the quality and variety of material given them. Language patterns are also constantly being set by the

teacher in her use of words, and the subject matter of her conversation.

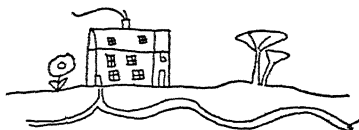
The following are examples of pictures, stories, and poems made by children in the Kindergarten.

Picture Stories. The simplest of these are mere descriptions of a picture:



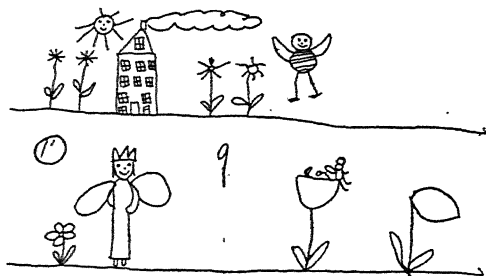
There is one red apple tree and there is one green apple tree, and one pear tree. The red apples are eating apples and the green apples are cooking apples.

Others show a little more imagination:



The house has lots of bedrooms and kitchens. The garden has pathways. One pathway goes to the station. The other goes to the circus. The house is made of bricks.

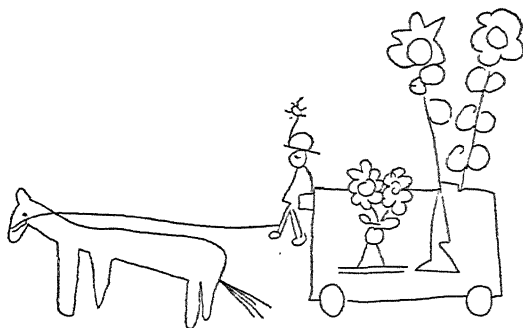
Others are the direct result of stories the children have heard:



This is the fairies' house. One fairy is out in the sunshine. The others are coming out in a little while.

Once there was a fairy that came from the sky. When that raindrop (pictured) comes down it will be a fairy. The little fairy in the flower is a nice fairy. The big fairy is a queen fairy.

The delight that the children feel in one of the first signs of spring in the city—the appearance of the flower carts—is expressed in the following picture and story made by a little girl. The story (or poem) is unusual because it contains so many different sense impressions.



These flowers have pretty smells; and I could eat them up, their smells are so sweet.

These flowers are lilacs.

The flowers' colors are three blue and one red.

The horse is brown and white.

Bump, bump, the flowers are going to fall out!

'Cause one wheel is rather rougher than the other.

Poems. Music and poetry are closely allied and many unrhymed poems are chanted at music time as well as at other times. After the children in one group had heard the poem "I Stood Beneath the Apple Tree," by Rose Fyleman, a boy chanted the following poem. He asked the teacher to write it down so that he could take it home.

There was a little boy who climbed up in an apple tree.
He shook the top of the branch,
An apple fell to the ground.
He picked it up and put it in the basket,
Then he climbed again,
Then he shook some more,
And shook it in the basket,
Then he took it home to mother.
And mother said [finishing on a note of triumph],
"We'll *all* have apple sauce for supper!"

A group of three or four children together made this four-line poem:

A moon is shining light,
The stars are twinkling bright,
The fairies dance around,
And drop down to the ground.

Several children composed original spring songs at music time. One boy made this combination of story and song:

A little boy went out into the garden.
He sang:
Flowers grow
Sometimes they grow in the grass.
You will be happy because
You make the world beautiful.

On a rainy day after listening to several rain poems one child said in definite rhythm:

I like the patter
Of rain on the roof,
Rain on the roof,
Rain on the roof,
I like the patter
Of rain on the roof.

Delight in the first snowfall of the year stimulated the following expression:

Snow is falling down from heaven,
Snow is falling down from heaven,
Snow is falling down from heaven,
Snow, snow, snow!
Snow is falling down from heaven,
I like the snow!

The following poem was composed for Easter.

The Easter bunnies lived in a tree,
In a hollow hole
Around the hollow log were
Flowers and raisins and currants on ice,
And little bushes and trees.

The bunnies were happy little bunnies.
They were always good.
They liked the flowers,
They liked April rain,
They liked everything.

The little bunnies lived in a hollow log,
They liked the hollow log.

Then the little bunnies
When Eastertime had gone
Were not happy 'till Eastertime was back.

The little bunnies were very happy little bunnies
And they lived in a hollow log in a fog.

Literature

Stories and books offer unlimited opportunities for enjoyment and for enriching and clarifying experience. They supplement experience as a stimulus for creative expression.

Children of kindergarten age usually have had some experience with literature; they know a number of stories and are eager to listen to others. In the kindergarten day there

is a definite period set aside for storytelling, but experiences with literature are by no means limited to this period. Groups of children gather around the library table to look at books or to "read" stories to themselves and others. A favorite book is often brought to a teacher with the request that it be read. Although stories are frequently used in connection with an experience or interest that is uppermost at the time, they are also used for their own sake and for sheer enjoyment. A story about a grocery store has a special appeal for children who are making a grocery store but its use need not be limited to a time when they are having such an experience. Stories such as "The Three Bears" have a universal appeal and may be enjoyed by the children at any time.

Poetry especially is not confined to the story period; the time and place for it is whenever and wherever it seems appropriate or fits in with the children's interests. The moment the children look out of the windows and notice that it is raining may be the time for "The rain is raining all around"; and the time when they are comparing raincoats in the cloak room may be the appropriate moment for "John had great big waterproof boots on."

After the children have become familiar with a number of stories they are given many opportunities to choose which stories they wish to have repeated, for some stories will stand an astonishing amount of repetition. A careful balance is kept between old stories and new.

Stories and books are carefully selected. These standards guide the choice:

1. The subject matter and form of the story should be suited to the mental age and the interest of the children.

2. The illustrations should be meaningful and simple. Illustrations which are in color are particularly interesting to children.
3. The books should be well bound and durable.

The test of a good story is the number of times the children ask to have it retold.

Five-year-old children enjoy stories that are simply told, with some repetition—not overdone—and a certain rhythmic phrasing. These children are no longer satisfied with stories that are a string of incidents loosely woven together; they demand at least a slight plot, “something happening.” Length of attention span depends largely on the suitability of the story; five-year-old children will listen with pleasure to a suitable story even though it lasts ten minutes or more. Many stories are read to the children and the pictures in the storybooks add to their interest. However, we cannot emphasize too strongly the value of the “told story”; it is more direct and more informal; it holds the attention of the child and definitely influences his interest in making up his own stories.

In general the following types of literature are used in the Kindergarten.

Picture Books and Picture Stories. These are very popular. The children bring their favorite picture stories to be read over and over and to “read” to one another. There are many beautiful picture books through which children get a real art experience. The foreign-made picture books lead to an interest in the countries from which they come and children soon know them as “French books,” “Swedish books,” “German books,” and so on.

Familiar Folk Tales. These include stories such as “The

Three Bears" and "Three Billy Goats Gruff." They are particularly acceptable when the year is beginning and some of them will be called for throughout the year.

Other Fanciful Stories. These include simple modern fanciful stories and a few of the less stimulating of the old fairy tales. Children of this age do not need and should not be given long and exciting fairy tales.

Stories of Familiar Experience. Children enjoy stories of real experiences about other children and animals. A few good stories of this sort are found in books; a number are told by the teacher who draws from her own experience. A slight element of adventure in stories is usually much enjoyed.

Informational Books and Pictures. The most popular of these books are those dealing with animals or with some phase of transportation, and those connected with other interests which arise, such as fire engine, grocery store, or farm.

Poetry. Poems (including Mother Goose) are enjoyed at any time for their rhythm, but they often mean more if they are used in connection with some experience the children are having.

The Kindergarten is provided with a well-equipped library (see pages 72-73). At the beginning of the year a few interesting and simple books are placed in the bookcase. Others are added from time to time as more interests develop and more books are needed. The children are encouraged to use the library and to look at books at any time. Definite habits of correct use and care of books are started. The children are reminded to have clean hands; are shown

how to open books carefully, how to turn pages, and how to put books away on the shelves.

Story groups are small and informal. The activities of the story period include looking at picture books and discussing them; listening to stories read or told by the teacher; and the children's own creative work in telling original stories to the group.

Desired Outcomes

The outcomes in *language* vary widely with the individual children. The shy child must be helped to gain self-confidence, the over-confident child must learn to await his turn. In general most children learn to have something worth while to talk about; to speak slowly and distinctly enough to be understood; to show some discrimination in choice of words; to be able to contribute something in the way of an original story or poem. The informal organization of the Kindergarten allows for and encourages much conversation. The content of this conversation is determined by the children's own experiences and their environment both at home and in school.

During the year we see a definite building up of vocabulary. Experiences add many new words and the children seldom let a new word go by without asking its meaning.

In *literature* children gradually build up an appreciation and enjoyment of good books and stories, together with a rich background of literary content. Their interest span and their ability to attend gradually lengthen. Familiarity with stories and books provides an excellent background for reading interests. The children develop some ability to contribute to discussion and to create original stories.

A Sampling of the Books Used in the Five-Year-Old Kindergarten

A sampling of the various types of books which have been found useful in the Kindergarten is given below. This list is not to be considered in any way comprehensive; it is merely suggestive of the sorts of books in which the children are interested.

Picture Books

- Aviation Book.* McLoughlin Brothers, Inc., Springfield, Mass., 1932.
Animal Pets. M. A. Donahue and Co., New York.
Big Book of Steamers. Blackie and Son, Limited, London and Glasgow.
Through Field and Wood. Blackie and Son, Limited.
Over Land and Sea. Samuel Gabriel and Sons, New York.
Railroad Book. McLoughlin Brothers, Inc., 1932.
The Night Before Christmas. Samuel Gabriel and Sons.

Picture-Story Books

- Bannerman, Helen. *Little Black Sambo.* Frederick A. Stokes Co., New York, 1932.
 Bell, Thelma H. *Black Face.* Doubleday, Doran and Co., Garden City, N. Y., 1931.
 Beskow, Elsa. *Pelle's New Suit.* Harper and Brothers, New York, 1929.
 Brooke, Leslie. *Johnny Crow's Garden.* Frederick Warne Co., New York, 1903.
 Dalgliesh, Alice. *The Little Wooden Farmer.* The Macmillan Co., New York, 1930.
 Flack, Marjorie. *Angus and the Ducks.* Doubleday, Doran and Co., 1930.
 Flack, Marjorie. *Angus Lost.* Doubleday, Doran and Co., 1932.
 Flack, Marjorie. *What to Do about Molly.* Houghton Mifflin Co., Boston, 1936.
 Gág, Wanda. *The A B C Bunny.* Coward-McCann, Inc., New York, 1933.
 Gág, Wanda. *Gone Is Gone.* Coward-McCann, Inc., 1935.
 Gág, Wanda. *Millions of Cats.* Coward-McCann, Inc., 1928.

- Hader, Berta and Elmer. *Whiffy McMann*. Oxford University Press, New York, 1933.
- Lindman, Maj Jan. *Snipp, Snapp, Snurr and the Gingerbread*. Albert Whitman and Co., 1933.
- Lindman, Maj Jan. *Snipp, Snapp, Snurr and the Red Shoes*. Albert Whitman and Co., Chicago, 1932.
- Murray, Gretchen O. *Shoes for Sandy*. Grosset and Dunlap, New York, 1936.
- Newberry, Clare T. *Herbert the Lion*. Brewer, Warren, Putnam, New York, 1931.
- Newberry, Clare T. *Mittens*. Harper and Brothers, 1936.
- Ofiers, Sibylle V. and Fish, Helen Dean. *When the Root Children Wake Up*. Frederick A. Stokes, New York, 1936.
- Over in the Meadow* (An Old Nursery Song). Illustrated by John Anthony Hartell. Harper and Brothers, 1936.
- Potter, Beatrix. *The Tale of Peter Rabbit*. Frederick Warne and Co.
- Sewell, Helen. *Blue Barns*. The Macmillan Co., 1933.
- Seidmann-Freud, Mrs. T. *Peregrin and the Goldfish*. The Macmillan Co., 1929.

Poetry

- Fyleman, Rose. *Picture Rhymes from Foreign Lands*. Frederick A. Stokes Co., 1935.
- Hader, Berta and Elmer. *Picture Book of Mother Goose*. Coward-McCann, Inc., 1930.
- Harrington, Mildred. *Ring-a-Round*. The Macmillan Co., 1930.
- Milne, A. A. *When We Were Very Young*. E. P. Dutton and Co., New York, 1924.
- Stevenson, Robert Louis. *A Child's Garden of Verses*. Charles Scribner's Sons, 1916.
- Tileston, Mary W. *Sugar and Spice*. Little, Brown and Co., 1928.
- Wright, Blanche Fisher. *The Real Mother Goose*. Rand McNally and Co., Chicago, 1916.

Informational Books

- Coffin, Rebecca J. and Others. *Picture Scripts*. Grosset and Dunlap, Inc., New York, 1935.
- Hader, Berta and Elmer. *The Farmer in the Dell*. The Macmillan Co., 1931.

King, Marian. *Today's A B C Book*. Robert M. McBride and Co., 1929.
Read, Helen S. *Social Science Readers: An Airplane Ride, An Engine's Story, Jip and the Fireman*. Charles Scribner's Sons, 1928.

MUSIC

Because of its informal organization the Kindergarten offers a rich opportunity for the development of children's musical interests. To children the chief value of musical expression lies in its spontaneity and freedom. It is the result of a mood which, expressing itself in terms of song or rhythmic movement, needs immediate satisfaction. Although such an expression may often be carried over to a "music period" with pleasure to the child, it is at the moment of its inception that its value is at its height. It is the responsibility of the teacher to plan the environment and organization of the Kindergarten in such a way that the children will have opportunity to express these natural musical interests with satisfaction and pleasure to themselves. The guidance given in any particular musical experience depends essentially upon the teacher's knowledge of the needs of the child or the children concerned. A child's urge to song or rhythmic movement presupposes a happy, well-balanced, emotional state.

During the first weeks of kindergarten there is no special period set aside for music. The children's interests are largely individual. They are getting acquainted with one another, trying out new materials and apparatus. Their contentment and pleasure find expression in their singing while they work or play, sometimes by means of a familiar song which the child knows, often in the form of a chant or singing talk. For example, on the third day of kindergarten

Joan sat on the bench near the blocks watching some children building, and sang to herself over and over again:

$\frac{4}{4}$	3 3 3 3	5 4 3 —	5 4 3 —
	Hundreds of blocks	everywhere,	everywhere

The large room gives the children a feeling of freedom which expresses itself in spontaneous skipping, running, and jumping. Out of doors, the space and the apparatus on the playground again stimulate much rhythmic play. The teacher is always alert to these activities and their possibilities for further development either immediately or later.

Children of this age enjoy doing things together. A number of our group come from the Four-Year-Old Kindergarten where they have had many interesting and valuable musical experiences both individually and as a group. Usually it is not long before some of these children ask for a special period for music. A small group, not more than ten or twelve at a time, are invited to stay in the room for a short music period after the other children go to the playground. Sometimes these children are interested in singing, but usually activities such as running, skipping, and galloping are more popular. At other times a group may be especially interested in some form of dramatic play which frequently is carried over from the four-year-old group. For example, one of the groups played Santa Claus over and over again, some of the children sleeping while the Santas came quietly and pretended to leave gifts for them.

The children soon realize that this "music period" is a time when they have an opportunity to try out ideas—rhythmic, dramatic, or a combination of both. There are no hard and fast divisions. Although it is called a "music pe-

riod" it is not limited to music. After the children have had this type of experience in small groups for several weeks, the Kindergarten is divided into two groups for music. This division is made solely for convenience and has no relation to the children's abilities. We believe that a music period every other day in which twenty to twenty-five children participate actively is more valuable than a music period every day for a group twice that size. A large group, because of the number of children concerned, calls for increased organization, such as waiting for turns. The plan of having a music period every other day, however, does not mean that the children have music experience only every other day. As is shown in this discussion many of the most valuable musical experiences—singing, rhythmic, and with instruments—take place at many other times, both indoors and outdoors.

Children not only enjoy but benefit by much repetition. A music period even though it may last twenty minutes seldom has more than three or four types of activity. The children's own ideas and plans usually determine the types of activity. It is the teacher's responsibility to see that there is variety in these activities—not necessarily in a single period, but over an extended time. In music it is always essential to keep a balance between activity and rest. Encouragement is given to activities exercising parts of the body which are less frequently used. For example, specialists in physical growth tell us that children stop crawling too soon, and so we encourage any game or play which will emphasize this form of activity.

For the purpose of discussion only we shall consider children's musical experiences under the following divisions:


1. Experiences in rhythmic movement.
2. Singing experiences.
3. Experiences with musical instruments.

Although these experiences may occur singly, one experience may and very often does include one or both of the others. For example, a rhythmic experience may be accompanied by both singing and an instrument, as in the case of a child walking around the playground singing to himself, "Let's go walking," and playing the tom-tom at the same time.

Experiences in Rhythmic Movement

Movement is the first normal fundamental reaction to any experience. When this movement tends to repeat itself we have rhythmic movement. Five-year-old children are very active and enjoy activity for its own sake. It has already been said that space, certain types of equipment, and a flexible organization are conducive to rhythmic play. Satisfaction and pleasure come to the children because of the release of physical and emotional energy in this type of activity. The development of muscular co-ordination and the all-round physical development which are definite outcomes of this play are of unquestioned value. Not only during the music period but throughout the entire morning it is the responsibility of the teacher to maintain a balance between vigorous rhythmic activity and rest. The rest may take the form of a change to a quieter activity; frequently the children rest by sitting quietly in their chairs or lying down on the floor for a few minutes.

In developing children's interests in music we look first for spontaneous expressions in their self-initiated play.

These, as was noted above, usually occur during the general activity period indoors and outdoors. The teacher may feel it wise to leave many of these expressions unemphasized. At other times she may contribute to the play by moving a piece of equipment so that the child will have more room; again she may actually participate by enjoying the activity with the child, or by adding an accompaniment in the form of rhythmic word patterns, such as skipping, skipping , or by using a song, the rhythm of which fits the child's activity, or by a drum accompaniment. We believe that in the case of young children music should at first respond to the child's own rhythm rather than set a pattern for him to respond to. In her accompaniment the teacher catches the rhythm of the child. For example, she may say, "I shall listen to your feet and make the drum sound as your feet sound when you go running." In the drum, the rhythmic element of music is isolated. It is simple for both children and teacher to use; it can be carried around and used outdoors as well as indoors. Later the piano also is used as an accompaniment for the children's rhythmic play. Care is always taken, however, that it does not dominate the situation, but instead, supplements the children's activity. Simple, clear, well-accented music is used. The piano is an important piece of equipment but it is possible to have many valuable experiences in music without it.

The children are encouraged to try out their ideas in rhythmic form. For instance, if a child has a dance and wishes music for it the teacher suggests that he show her his dance and then she will know what kind of music to play for him. A rhythmic experience of this sort may have definite value for the whole group. Another may have little value except

to the child who initiated it, but may contribute largely to that child's development of confidence in his own ability.

There is still another type of rhythmic movement which is closely tied up with dramatic play; for example, playing boat, train, airplane, fire engine, automobile, different kinds of animals, or fairies. One day Jane sang the familiar folk tune, "Row, Row, Row Your Boat." She wanted to play boat and asked her friend to play with her. The two children started off in the traditional fashion by sitting on the floor opposite each other holding hands and moving backwards and forwards. Opportunity was given to the other children to play boat. Some of them played in the same way as Jane and her friend, but the majority had different ideas. Some sat on the floor, feet straight out in front, and pushed themselves around by their hands; others moved along on all fours; others used their arms for oars. These children used their bodies in a variety of ways to express their ideas. There were tugboats, ferries, freighters, the "Queen Mary," the "Normandie," motor boats, and so on.

The boat play went on for several weeks. It was made more significant to the children by the development of content. "What does a freight boat carry?" "Where does it load and unload?" "When does it blow its whistle?" and so on. The children constantly added to their information about boats and spent much time discussing them with one another. Because this dramatic play was the result of the children's own development through much repetition and gradual growth, few disturbances occurred even though as many as twenty-five children participated at one time.

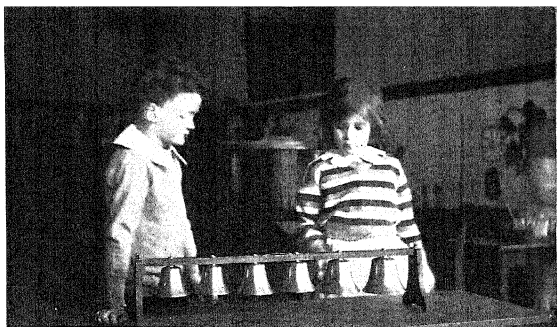
It was impossible to find music which would express this boat play, and no musical accompaniment was used. To

have significance, music must express the mood and rhythmic character of the activity, otherwise the result is meaningless association of music with activity.

Singing Experiences

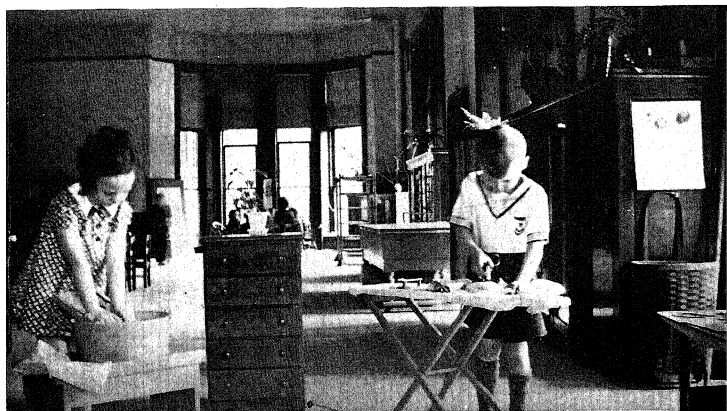
Singing is and should be an expression of children's satisfaction, happiness, and contentment. Children sing while they are working and playing. At times the song is merely a hum; again it is a phrase of singing talk or chant; at another time it may be a favorite song. Attractive songbooks stimulate children's interest in singing. They soon learn to know the pages where their favorite songs are found. Time and again we see a child sit down with a songbook and sing. Sometimes several of them sing together or they may ask the teacher to sing to them. French and German songbooks are always in demand. The children are interested in the sound of foreign words and ask for them to be sung over and over—"Sing it in French"; "Now sing it in English." Since these songs are usually folk songs with easy melodies and repetition of words and phrases the children frequently join in and sing the part they know.

Children of this age like to sing alone but they also enjoy singing together. The shy child who is reluctant to sing alone will often sing in a group. The children have much opportunity for informal singing in small groups. Singing is often a part of the regular music period but it frequently occurs before or after a story, while the children are waiting for lunch, after rest, or at the end of the morning just before it is time to go home. Sometimes the melody is played on the piano, but most of the singing is done without the piano. We do not want the children to feel that it is neces-



SMALL MUSICIANS EXPERIMENT WITH THE SWISS BELLS

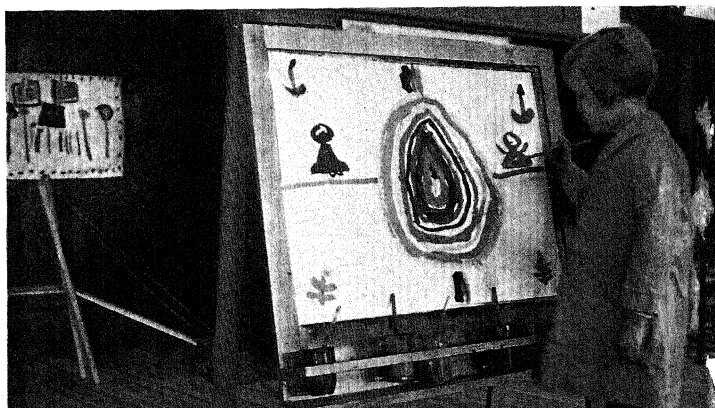
COOPERATIVE HOUSEKEEPING—LAUNDRY WORK IS A FASCINATING
OCCUPATION FOR FIVE-YEAR-OLD CHILDREN





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sary to have a piano in order to sing, as this would limit their opportunities for singing. When the children sing together the teacher usually sings with them to make sure that the children hear the song sung simply and accurately. Folk songs, because of their simplicity, their form, their rhythmic quality, and their musical value, are always very popular. Some of the favorites are "Row, Row, Row Your Boat," "Lightly Row," "My Bonnie," "Trot, Trot, Trot," "Cuckoo," "All the Birds Have Come Again," "Rockabye Baby," "Sleep, Baby, Sleep." Another group of songs which children enjoy especially because of their content have to do with their interests and activities. Some of these are "Early in the Morning," "The Ferry Boat," and "Big Tall Indian." The traditional nursery and folk songs are always enjoyed.¹

Children's home environment plays a large part in their interest in singing. Songs sung by older brothers and sisters and by parents frequently make a definite appeal to young children. The content in this type of song is seldom within the child's range of interest, but the song appeals because of its form, rhythm, and popularity. Some of these songs which the children enjoy are "Home on the Range," "Swanee River," "Adeste Fidelis," "O Susanna," and "Glory, Glory Hallelujah."

¹ These songs may be found in:

Coleman, Satis N. and Thorn, Alice G. *Singing Time*. John Day Co., New York, 1929.

Graham, Mary N. and Scott, Janet L. *Fifty Songs for Boys and Girls*. Whitman Publishing Co., Racine, Wisconsin, 1935.

Hader, Berta and Elmer. *Picture Book of Mother Goose*. Coward-McCann, New York, 1928.

Potter, Edna. *This Way and That*. Oxford University Press, New York, 1930.

Röntgen, J. *Old Dutch Nursery Rhymes*. Translated by Rosie Elkins. David McKay, Philadelphia, 1917.

Children make up many songs. Usually these songs have little intrinsic musical value, but they have decided value to the child who sings them because they represent an expression by him of a feeling or mood. They are accepted as such and no attempt is made to repeat or use them later. Their charm is in their simplicity, spontaneity, and freshness.

Jean's Song

5	4	3	2		
Happy		Birthday			
4	3	2	1		
Happy		Birthday			
5	3	2	1	2	3
Happy		Birthday		to	George.

George's Song

5	8	8	8	7	7	7	6	—
The	airplanes	go		up	in	the	air	
6	5	5	5	5	—			
And	down	on	the	ground;				
5	8	8	8	7	7	7	6	—
The	airplanes	go		up	in	the	air	
6	5	5	5	5	5			
And	down	in	the	water.				

Many children who come to kindergarten cannot carry a melody or match a tone. This does not mean that they are monotones (as mothers so often tell us); it simply means that they have not learned to use their voices. Frequently a child who sings in a monotonous fashion has a speaking voice which lacks a normal amount of inflection. Much can be done to improve both speaking and singing; for example, encouraging the children in spontaneous play which brings into use imitation of boat whistles, train whistles, bells, fire sirens, animal calls, and so on, or in tone-matching games. Anything which makes children more conscious of pitch is

beneficial. Although we constantly try to help children in the use of their voices our first consideration is that they shall want to sing. Techniques which might benefit them but which would make them conscious of their difficulties to the extent of taking away their desire to sing must wait until they are older.

Experience with Instruments

Some of our most valuable musical experiences come in the use of instruments. The Kindergarten has a carefully selected group of instruments, such as piano, drums (Indian and African tom-toms), set of Swiss bells, marimba, xylophone, tambourine, triangles. Most of these instruments are used individually since we believe that there is more musical value to the child in individual experimentation than in using a group of instruments together. Plans are made for the children to use the instruments in suitable places and at times when they can really experiment and get some musical satisfaction. The individual use of a number of instruments at the same time or the use of instruments in a room where there is noisy activity, such as hammering and sawing, makes for a situation where the child's experience with an instrument not only will be of no musical value but will definitely be confusing and frequently uncontrolled. Sometimes later in the year after the children have used the instruments individually they may enjoy playing several of them together, such as a group of drums or drums with tambourines or triangles. This is definitely a group experience. The teacher may accompany with the piano. One child may be given an opportunity to play his drum, while the other children and the teacher follow his

rhythmic pattern. Or the teacher may use a selection on the piano and have the children accompany it. The organization of a large rhythm band is beyond the ability of children of this age; it would of necessity be controlled by the teacher and is therefore not a suitable activity for kindergarten.

The children sometimes make simple instruments, such as cereal-box drums or drum boards.

The Kindergarten has a phonograph and a large number of carefully selected records including songs, rhythms, music which suggests dramatic experiences, and music which suggests listening or quiet. Being portable, the phonograph is taken from room to room and is used outdoors.

The children enjoy hearing other people sing or play various instruments. One mother may bring in a violin and play for the children; another a cello. Occasionally a member of the music department comes and plays a flute or a French horn or a harp or some other instrument. Whenever it is possible the children are given a chance to try the instrument, for example, playing the harp strings. One of our most interesting experiences was when one child's mother took the children (a few at a time) into the College Chapel to see and hear the organ. Each one had a chance to sit on the bench, pull out stops, and play a few notes.

Desired Outcomes

In the work with music in the Kindergarten the following objectives are constantly kept in mind:

Recognition of rhythmic movement itself as a creative medium.

Physical and emotional development which comes through increasing ability to use the body as a means of expression.

Growing ability of children to express themselves through singing, rhythmic movement, and use of instruments.

Growing knowledge and appreciation of good music.

Growing security and poise which come through musical experiences.

Thoughtful experimentation with instruments and its accompanying musical values.

Enjoyment of music.

A repertoire of simple songs.

Growth in social relationships.

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The bibliography which follows includes a few of the books which are helpful in the selection of music for accompanying children's rhythmic and dramatic play.

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A Few Suggested Songbooks for Young Children

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A Few Suggested Phonograph Records Used with Children

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- 19882 Victor. "Fairies," *Scherzo* (Schubert)
- 20161 Victor. "Waltzing Doll" (Poldini)
- 20164 Victor. "Legend of the Bells" (Planquette)
- 20174 Victor. "Adeste Fidelis" (Portugal)

- 20174 Victor. "Rockabye Baby" (Traditional)
20215 Victor. "Toy Symphony" (Haydn)
20440 Victor. "Minuet" (Mozart)
20401 Victor. "March" (Gurlitt)
22160 Victor. "Lullaby" (Brahms)
22168 Victor. "Soldier's March" (Schumann)
22169 Victor. "With Castanets" (Reinecke)
22171 Victor. "Norwegian Dance" (Grieg)
22765 Victor. "Les Pifferari" (Gounod)
A3157 Columbia. *Andante* from "Orpheus" (Gluck)
A3121 Columbia. "Away in a Manger" (Luther)

DRAMATIC PLAY AND GAMES

Dramatic Play

Probably nothing is more characteristic of young children than their interest and pleasure in "make believe." There is constant dramatization of things heard and seen as well as the combining and recombining of experiences in new and original forms. Whereas the dramatic experiences of the four-year-old are likely to be individual or to include a very small group, the dramatic experiences of the five-year-old are almost always social. Much of the value lies in the group adjustments that are necessary when several children play house, store, boat, or train together. This type of play is a tremendous stimulus to imagination; a prosaic, unimaginative child gains something from playing with an imaginative one. There are many opportunities for conversation, for planning, for development of organization. Dramatic play offers many leads for information as the children often feel the need of more definite information before they can carry on their play. The joy that children take in dramatic play makes it an excellent medium for helping a shy child to for-

get himself and to enter into a group activity. It also helps the too aggressive child to take his place in a group.

Two types of dramatic play go on in the Kindergarten. One type is entirely organized by the children with the teacher in the background to guide or advise only when necessary. In the other type, the teacher is more of a participant and helps with the organization, though the plan is the children's own.

An example of the first type of play might be described thus: A group of four or five children are playing house in the play corner. They organize the family, "cook," "serve meals," and carry through the routine of family life. The teacher is a conscious onlooker; she does not step in unless some problem of organization makes her help necessary; for example, if the level of the play seems to need raising, or if she is invited by the children to play as one of the group.

The following instance is an example of the second type of play, in which the teacher takes part: A larger group of children suggest playing bus. They have good ideas on the subject, but chiefly because of the size of the group, the organization is somewhat beyond them. In this case the teacher joins the group and taking the children's suggestions for subject matter helps them with the organization.

Sometimes the children are interested in dramatizing stories. Care is taken that the stories are simple, and the action informal and not carried further than the interest of the children demands. There is no playing to an audience unless it is a very informal one composed of other children in the group.

Materials play a great part in stimulating and contributing to dramatic play. The right kind of play furniture, toys,

and colored cloth for "dressing up" all help in dramatic play. We believe, however, that children should not be too dependent on materials and should be able to play with the simplest of properties. Such apparatus as Jungle Gym, Climb-around, ladders, and boxes is provided primarily for the purpose of giving the children opportunity for plenty of physical exercise. This apparatus, however, has equal value as a medium for dramatic play.

The desire to "dress up" is a very natural one, but the simplest costume satisfies a kindergarten child; a small apron and a square of colored cloth tied over the head suffice. Occasionally the children blossom out into fairies, kings and queens, even angels, but here again a crown and a pair of wings make a fairy; a crown and a train, a king.

The conversation which takes place as the children play is likely to be illuminating. Often children show great resourcefulness. A group of children were playing store. Nancy, who had been playing in the doll corner, came over to the store with a basket. The recorded conversation follows:

Nancy: May I have a Christmas tree? How much is it?

Billy: Ten cents.

Nancy: I'll take two.

Billy: Shall I send them?

Nancy: No, thank you. I'll just take them in my basket. (Nancy takes two wooden trees over to the doll corner. A few minutes later she feels the need of the telephone which is being used in the store, and returns).

Nancy: Pardon me, but the lady in the house wants me to buy some more things. Are you having a telephone sale?

Billy: No!

Nancy: (putting hand on telephone) I should like to buy this for my house.

Billy: (holding telephone) No sir! I'm not selling that telephone.

Nancy: (retiring) Well, give me some cotton.

Nancy and Billy were able to make their own adjustments, so the play continued. Another problem in adjustment arose when Billy and Tom decided to buy all the toys from Jack's toy shop to add to their own stock. Jack could not think quickly enough to prevent the sale so he found himself with an empty shop. John came over to look at Jack's shop.

John: Where is your stuff? Did you sell it all?

Jack: Yes, I want some of it back. (Goes over to toy shop.) Hey! give me some of those things back.

Billy: No, we bought them all.

Jack: I haven't anything to sell now.

Petey, who is an adjuster of difficulties, got a basket and filled it with toys. "Here are some toys, Jack," he said, and sold the toys to Jack.

Billy proved to be an excellent salesman with a great deal of courtesy and many constructive suggestions for customers:

"This is a fine toy, it was bought downtown."

"This is a good toy for a sick child."

"I haven't a toy for a five-year-old child but I'll call up another department."

Tom was inclined to be grumpy and was really much more interested in arranging his wares on the counter than in selling them. At the end of the morning Billy said, "Business was very good today." Tom said, "Business was poor in *my* store; nobody bought anything from me." The teacher suggested that the difference might be that Billy was courteous and interested in his customers and Tom was not. A discussion of what a salesman should do and what kind of salesman we like to find in a store followed.

In another situation the teacher was a participating member of the group and helped in the organization through-

out. This situation arose at Christmas time, and was really a forerunner of the more informally organized store play recorded above. The children wanted to play "going to Macy's." Billy suggested taking two tables for the counter and putting toys on them. He said he would be the storekeeper and chose another child to help him. All the children wanted to be salesmen.

Teacher: Some of us can be the people who are going to buy. May I be the mother?

Children: Yes! (Chorus of "I'll be a child!")

Teacher: I'll choose three children to go downtown—Marilyn, Nancy, and Bob. How can we get downtown?

Bob: In the bus.

Teacher: What could we have for a bus?

(Petey begins putting chairs in a row)

Billy: Let me be the conductor!

(All the rest wish to be the driver and this necessitates some adjustment)

The play then continued with the teacher and the children stopping the bus and getting on it. The teacher had to offer suggestions as to how the conductor would collect fares and how he would make change. She remarked on interesting things that she saw from the bus window. Then the children began seeing "Grant's Tomb," "Riverside Church," "the river." The conductor called the streets somewhat in this order, "120th Street, 50th Street, 70th Street." It took practice on the part of the various conductors to get the uptown or downtown order of the streets.

For several days the play culminated in "going to Macy's store." Then Bob suggested a different destination for the bus, so from then on the bus took the children to a movie, to a "show," to the Natural History Museum, to the George Washington Bridge, to the Museum of Art, and to the park.

There was opportunity to talk about the things that would be seen at various places. Traffic signals became part of the experience as the bus frequently stopped for a red light. Once a policeman arrested the bus driver for disregarding a red light. This led to a discussion of the reasons why traffic regulations must be obeyed. Much social science subject matter grew out of this experience. It was interesting to see how the children, once they had been helped with the organization, could carry on the play by themselves, varying the experiences.

In the fourth month of school Bill asked during a music period to play automobile. The teacher suggested that he show his way of playing. He ran around the room imitating an automobile with its motor roaring and horn blowing. Several other children had turns to play automobile. Speed and noise characterized their play. After all the children who wished to do so had had a chance to play, the children and the teacher sat down to talk about automobiles. The children knew a good deal about automobiles and were quick to relate it to their play. "Automobiles blow their horns only when coming to a crossing or to warn a pedestrian" (word contributed by a child and much enjoyed by all). "Some autos are taxis, some are sedans, some are trucks." "Automobiles don't start at full speed and must slow up before they stop." "They must look out for traffic lights." "Why can't we have traffic lights?" "Yes, Nancy could be the red light because she has on a red dress." "Joan has a green sweater—she is the green light." Bill took the play in hand and told Nancy and Joan where to stand to control the traffic. The plan the children decided upon was for Nancy to stand in the center of the floor when it was time for the

red light. When it was time to change lights she walked to the side and Joan (the green light) came on. The drivers almost to a man watched for the lights and controlled their cars by them.

The children found much satisfaction in repeating this automobile play. The interest was so keen that a number of children insisted upon wearing green or red to school or would dress themselves up with a piece of green or red cloth at school in order to be lights. To satisfy all the applicants several sets of "lights" were installed at different parts of the room. On the sixth day of this play several children set up a gas station (no properties were used, the children being the gas tanks, etc.) and two others were traffic policemen. Another child said, "Why can't we have people crossing the street?" Accordingly, pedestrians were added. Because this play was the result of the children's own development and organization, as many as twenty-five children could participate happily at one time. If a car passed the red light the annoyance of the group was sufficient to remind the drivers of the rules. This play went on for several weeks. It was not played every day but seldom more than two or three days elapsed before it was asked for again. One day in the fourth week Norman sounded his horn and passed several traffic lights. When asked to explain he said, "But, don't you see, I'm a fire engine and I can't stop for lights." The fire engine idea was too good for Norman to have a monopoly on it so most of the automobiles turned into fire engines. Confusion and hilarity resulted, and the children were asked to sit down and talk it over. Here again the discussion and the content added by the children and the teacher contributed to the development of the play. "Fire engines don't

keep on going around the streets all the time. They stay in a fire engine house." "What do firemen do while they wait for a fire?" "Where do they eat and sleep?" "They must put on their boots and helmets before going to a fire." "They must attach their hose." "There must be people in the burning house who go out when it burns." "They must send in an alarm," and so on.

Opportunity was given to the children to choose which they wanted to be—firemen or people in the burning house. Everyone wanted to be a fireman. Some of the firemen protested that there were too many firemen—there must be people in the house. But no one was willing to change. The teacher suggested that it could be an empty house and she would be the night watchman and send in the alarm. This was played several times, each time some of the children adding to their play by attaching hose, carrying axes, and so on. The following week some of the children, feeling the need for more form in their play, asked to be the people in the burning house. This idea was given more meaning by suggestions about what people do when they find their houses on fire, what causes fires, what exits are, the need for fire escapes, the need for self-control, and so on.

Other forms of dramatic play that almost always appeal to children of this age include: house and family, house-keeping, moving; doctor, hospital; fire; school; store; various ways of traveling; zoo, farm; fairies; and Santa Claus. In fact a child seems to enjoy expressing in dramatic form every experience he has had or would like to have.

Sometimes undesirable activities are dramatized and it is necessary for the teacher to make a suggestion that will raise the level of the play. At this age children accept many of

the suggestions made. When a group of children built a "war boat" and began to shoot, the teacher called a group meeting to discuss the undesirability of such play. She pointed out that although we do have a navy the United States is not at present involved in any war, and the only shooting permitted on war boats is target practice. She suggested that there were other types of boats quite as interesting as battleships, with the result that the children decided to use the boat as a freighter. When the children began to play "Indians and soldiers" there was again shooting and rough play. A group meeting was called and present-day relationships with Indians were discussed.

A great part of the dramatization that goes on in the Kindergarten is of life situations, but the children are sometimes interested in dramatizing a story that they have heard. In the beginning such dramatizations may be fragmentary and of short duration. A group of children playing in the doll corner spontaneously dramatized "The Three Bears," using only the part of the story in which Goldilocks sleeps in the baby bear's bed and awakes to find the bears looking at her. The popularity of the animated cartoon of "Three Little Pigs" led to fragmentary play of the story, interest centering around the part in which the three little pigs were all in one house with the wolf demanding admittance.

Sometimes a complete story is dramatized, in a crude way, with limited conversation and no thought of an audience. Occasionally children who have had experience with "a show" assemble an audience. Wooden toys, such as the characters of "The Three Bears" or "Three Little Pigs," are provided for the dramatization of some stories. These may suggest playing to a small audience. The use of these toys

is really the beginning of the puppet show. They are valuable in helping to overcome self-consciousness, for so eager are the children to make the wooden characters play the story that they quite forget themselves.

Desired Outcomes

Children find much enjoyment in dramatizing experiences of all kinds. Dramatization gives opportunity for imaginative and creative expression, for the growth of group organization, for language development, and for the acquiring of valuable information. Informal dramatic play is of special value to the shy child who forgets himself as he projects his own personality into another character. By the end of the year most children are able to play happily and constructively in a group and to make most of their own adjustments and their own plans.

Games

All through life, from infancy to old age, people play games. They play them because they enjoy the fun, the physical activity, the contact with other people, the friendly rivalry. Children play games for the same reason.

The games that little children play should be very simple. It was formerly thought that children of four or five should play many traditional games and others that were quite elaborate in form. Now we know that young children do not enjoy the highly organized game as much as the simple one and that games are best played in very small groups so that the young players do not have to wait long for turns.

Children will make up their own games. Sometimes the game has so little organization that we hardly recognize its

form. For example, a group of children are playing out of doors. They are climbing on a low stone wall, then jumping—mere physical activity. After a while one child says, "Let's all jump at once. Don't jump till I say 'Ready'." This is the beginning of a game. After the children have played the game in this way for some time one child may say, "Let's see who can jump farthest." Here an element of competition enters in. Competition, however, is not an important factor in little children's games. They are really more interested in co-operation, in developing their own skill, and in trying to better their own record. "I jumped farther today than I did yesterday."

Sometimes, when children organize their own games, a suggestion from an adult will improve the play and make it more valuable. A group of children playing out of doors organized a game in which one child said:

"One, two, three!
Find a tree";

and all the others ran to a tree. The teacher who was with the children suggested that the rhyme could be changed to:

"One, two, three!
Find a maple tree" (oak, elm, etc.).

This made the game more interesting, and helped the children to recognize the different trees.

The interest of children can often be held by repetition. Realizing this, the teachers provide ample opportunity for repetition of certain forms, but at the same time are ready with new elements which will awaken further interest. The children are quick to see this way of developing a game and

in turn often take over the responsibility of originating and developing their own games.

When the children in the Kindergarten play any traditional game, they play it very simply at first, and gradually, if at all, develop it into more highly organized form. The children sometimes play "London Bridge" by running under the upraised arms and getting caught. They do this over and over, day after day. This may be as much of the game as they will ever need in kindergarten. On the other hand a group of the same age may be influenced by one or two children who have played the game elsewhere and become interested in adding other elements. In playing "Drop the Handkerchief" the first simple form is apt to be that of a child running around the circle and dropping the handkerchief behind another child, often saying "I dropped the handkerchief behind you—now it is your turn."

Children of all ages like to play hiding and finding games. This interest begins when the baby learns to play "peek-a-boo." At first a child is interested in very simple forms, "Guess what I have in my hand," and so on. He hides himself in the most obvious places and is likely to run out from his hiding place to meet the seeker. Later he takes a real joy in hiding and being found, especially if the adult who is looking for him does not "find" him immediately.

Many other plays and games have already been mentioned, including dramatic play and active physical play out of doors. Five-year-old children enjoy the games listed below.

Games with Emphasis on Physical Activity. These games include running, playing horse, racing, and playing with balls. They may be carried on by a single child or by a group of two or more.

Open the Gates as High as the Sky. Two children join hands and make a bridge. The other children stand at a distance, although near enough to hear what the leader says. One of the children forming the bridge gives the direction:

“Open the gates as high as the sky

Let all the king’s horses come galloping by.”

The children then gallop through. Occasionally the bridge comes down and a child is caught but he is allowed to return to the game. This may be varied by the leader saying “hopping by,” “running by,” “stepping by,” and so on.

Follow the Leader. This is sometimes played by children standing in a circle and following the leader in an activity initiated by him; or the group follows the leader imitating his activity as they go from one place to another. The leader is changed often to give each one a turn.

Guessing and Hiding Games. One child says: “I see something green,” “brown” (change color), or “I see something round,” “square,” “hard,” “soft,” “I see something made out of glass,” “iron,” “silver,” and so on. These may be varied indefinitely.

Hide and Seek. This is simple hiding and finding without rules or running “home.” “I spy” is the best form for young children.

Hide the Thimble. A simple form of this traditional game is hiding in an easy place some toy, as a block or a toy animal. Different children take turns in the hiding. Whoever sees it first brings it back to the group.

Button, Button. “Button, Button” often starts with one child putting a button in the hand of another, saying “I gave it to you.” This may be repeated many times before

any desire to hide the button is shown. When the children become interested in the surprise part of the game, the child who is hiding the button may go to several or all of the other children pretending to give each the button, but leaves it in only one child's hand. Skill in giving the button without others seeing the transfer and the desire for surprise grow as the game is continued.

Other games such as "Musical Chairs" and "Spin the Ring" are played in like manner, starting with the most simple elements or fragments of the game and gradually developing it to the extent which is warranted by the children's interest.

Singing Games. Among the traditional singing games suited to young children are: "Ring-a-rosey," "Here We Go Round the Mulberry Bush," "Little Sally Waters," "The Farmer in the Dell," "Looby-loo," "Itiskit, Itaskit," and "London Bridge."

VIII

MATERIALS USED IN THE KINDERGARTEN

A LIST of materials used in the Kindergarten is found in the section on "The Environment." A brief discussion of some of these materials follows.

PHYSICAL APPARATUS

There is definite need for physical apparatus in the kindergarten room as well as on the playground, not only because there are days when play out of doors is impossible but especially because children need opportunity for physical exercise when they are indoors. All children need vigorous physical exercise, but some need to be specifically encouraged and helped to use the apparatus. The general activity period, because of its informal organization, is the best time to give this help. Physical apparatus also offers opportunity for change of activity. Children who have been drawing, painting, or working with clay frequently feel the need themselves for a change and use the apparatus. If the children do not of their own accord feel this need for balancing their quiet play with more active exercise, the teacher often suggests a change of work. A like change may be made from an active type of play to a quieter one. The guidance which the teacher gives in this situation or in any other depends at all times upon the individual needs of the child.

The following pieces of apparatus are in the kindergarten room: Jungle Gym, Hi-lo Gym, swinging rope ladders, and walking boards. On the playground are a Climb-around, a seesaw, several swings, walking boards, ladders, packing boxes in several sizes, and a slide with protected sides.

MATERIALS FOR MANIPULATIVE ACTIVITIES AND DRAMATIC PLAY

Playing with blocks goes on continuously throughout the year. One child may play alone, two may play together, or again a larger group may be working on some interest. At the beginning of the year simple fragmentary building usually satisfies the child's needs. As the year goes on more elaborate building develops. It is interesting to watch children working out their building plans, at one time concerned with strength and utility and at another time absorbed in the proportions and decoration of the building. The children's own interests are sufficient to suggest the subject matter of their building, and they sometimes come to the teacher for help in working out their plans; or the teacher may see some place where a suggestion from her would be valuable. For example, she may help the children work out a better method of construction, such as putting in windows, or building a floor, or making curves in railroad tracks. Or her assistance may take the form of preventing disorder and confusion by helping the children to put away unnecessary blocks.

It is interesting to watch the development of children's purposes in building. In the beginning of the year they may work with the blocks for five or ten minutes at a time, and what they build is usually planned as they build it. Before

long, however, they use the blocks as a means of carrying out a definite plan; their interest becomes more prolonged and what they build more purposeful, with perhaps more children working on the plan. Sometimes the plan holds enough interest to keep them building for several days on the same project. In this case the blocks are left standing from day to day. At no time is a building left standing after the children's active interest in it is over. We frequently find that the buildings made with the Hill Floor Blocks hold the children's interest, because of the realistic character of the building—a house big enough for children to get into, or a train that can carry many passengers.

Building Toys. Although children like to build with blocks for the sake of construction, much interest and stimulation are added by a carefully selected group of toys to use with the blocks. These toys include wooden animals—wild and domestic, Standpatter and wooden dolls, wooden trees, boats, trains, automobiles, airplanes, and trucks.

Blocks. Of all the materials that are provided for the children, blocks seem to offer the most varied and continuous possibilities for satisfying play. They are used constantly in dramatic play and they offer valuable opportunities for social adjustment and physical activity. The types of blocks provided have been discussed under "Equipment."

At the beginning of the year the Project Play Blocks are adequate for the children's needs. A little later the Hill Floor Blocks supply additional experiences, encourage and supplement dramatic play, and lead to larger group interests. The types of activity growing out of the use of blocks are so varied that they find a place in almost every part of the curriculum.

When the children first begin to play with blocks they experiment and try out all the possibilities of the material. Blocks may be piled high on one another to make tall towers, or laid end to end to make railroad tracks. Very soon the play of five-year-old children has definite purpose. Among the many things they build are farms, houses, railroad systems, docks, stores, bridges, and garages.

Picture Puzzles. Picture puzzles satisfy the child's desire to fit things together. Those used with little children should be of thick wood, cut into only a few parts. There are now on the market picture puzzles with subject matter appropriate to children's interests: animals, boats, fire engines, airplanes, automobiles, and so on.

Other Materials. Among other materials which are used in the Kindergarten are rubber stamp sets of animals, people, words, letters, numbers, and so on; colored tiles—most popular in the sand; large peg boards, and large wooden beads.

Dolls and other such types of materials which are used are listed elsewhere (see pages 14 and 15).

The Sandbox. The sandbox is popular with the children because of the possibilities that it offers for play of all kinds. Early in the year the play is likely to be individual and manipulative in character. Soon, however, the children organize much of their play in dramatic form, and a group will spend a whole morning in making a farm, a river system, or a railroad with tunnels. These activities change from day to day. The same type of play may go on for several days, but at no time are there formal and set representations which remain unchanged for a long period.

As a result of the popularity of the sandbox many problems of social adjustment arise. It is a valuable medium for

learning to play together as well as a refuge for the shy child at the beginning of the year.

In the sand play as well as in the block play new interests are suggested by the addition from time to time of different playthings. Care is taken to add these slowly and only when the need is felt, as too many new toys are overstimulating and confusing. Sometimes when new playthings are added, old ones are taken away. At first toys are used which suggest manipulative activity, as shovels, rakes, small cans, and dishes. Later, toys are supplied which suggest dramatic play, as boats, trains, trees, and animals.

Play with Water. The children always enjoy playing with water. To offer opportunity for this play a large zinc-lined tank is brought into the room. The children sail their boats and use lighthouses, bridges, docks, and other toys of aquatic type that they have been making. This actual use of water adds a realistic touch to boat play.

MATERIALS FOR ART ACTIVITIES

Clay Modeling. Clay is art material which gives much opportunity for originality. It may be bought ready mixed or in powder form, and is much superior to artificial substitutes which do not harden and cannot be used to make a permanent product. Clay can be kept moist in an earthenware jar covered with wet cloths. Only enough for the children's immediate use should be taken out at one time.

At first children like to manipulate the clay, rolling, patting, and pounding it, making "balls," "snakes," and "pies." Indeed for some time clay products may not look like anything to adult eyes. Eventually the products begin to have definite form, the children making interesting things such

as dishes, animals, and people. Children need some definite help in technique. They need to be shown how to smooth the clay with their fingers, how to keep it from cracking, how to join on handles, legs, and arms. Small children should be permitted to join on small pieces in modeling; they do not naturally model a person or an animal out of one piece of clay.

When the clay products improve in form the children may paint them with water color or poster paint. The clay, which will dry very satisfactorily on a radiator, should not be painted until it is quite dry. After it is painted the clay article may be covered with a thin coating of white shellac which gives it a finish and keeps the paint from rubbing off. Shellac should be carefully handled as it is not easily removed from clothing. A very little in a small dish can be given to a child as he needs to use it. The shellac brush should be kept in wood alcohol or it will harden and become useless. Wood alcohol is useful for thinning shellac and removing it from hands and clothing. In work with children shellac and wood alcohol should be used only under careful supervision.

Materials for clay modeling include:

Clay, a clay-board or piece of oilcloth on which to work, poster paints, a Japanese paintbrush, a supply of white shellac, a small dish in which to put the shellac for the children's use, and a good-sized camel's-hair brush for applying the shellac.

A few of the things children like to model in clay are balls, beads, marbles, pies, birthday cakes with candles, bowls and other dishes, doll dishes, animals, and people.

Drawing and Painting. Children's drawings show definite

stages of growth. Up to about the fourth year children go through what is known as the "scribble stage" in which the drawings are merely indefinite scribbles. Usually a child can name the thing he has drawn, though to the uninitiated it may not look like the object named. Sometimes he merely experiments with the materials. The first drawings and paintings are often just "playing with color."

It is most important to remember that children's drawings are a form of language. Very often a child puts on paper ideas that he cannot put into words and his drawing tells a real story. Sometimes in our eagerness to have the child draw in a more realistic fashion we impose our ideas and techniques upon him. The result is that we do away with much that makes the child's drawings spontaneous and they become dull and stereotyped. It is not necessary to give little children much instruction in drawing and painting. For example, a point that often worries adults is the fact that instead of making the sky come down to meet the horizon children draw it at the top of the picture. This is very natural for it is the way the sky appears to them. Older children may be taught how to draw the sky correctly but with younger children this technique is confusing, and their pictures are more sincere if they are allowed to draw the sky as they see it. Another characteristic of pictures made by children is the inclusion of things which cannot be seen but which they know are there. They picture the roots of a plant or draw a house as if it had no front wall and one were looking directly into it—the inside of a house is usually more interesting to them than the outside.

These are characteristics of children's drawings with which we must not interfere. There are, however, ways in which

we can help the children to improve their pictures. It is unwise at this age to give instruction in perspective, but we can give some help with proportion. Children of four or five have very little idea of comparative sizes; flowers and people are drawn as large as houses. This is not a serious matter, but sometimes a suggestion will help the child to get a better idea of proportion. "Do you think the flowers in our garden are as large as this house?" "Do you think the man could get in the door of his house?"

Sometimes children get suggestions from looking at a picture. The picture should be simple; a picture of a rabbit may give a suggestion for drawing a rabbit. On the whole, however, it is better for children to get ideas from observation of the real thing, to see a real rabbit (and not be urged to draw a picture of it unless they wish to), or to notice how the branches grow on a tree. A record of many of the impressions they take in will later appear on paper, but expression should never be forced.

An excellent art medium for children is poster paint, or show-card colors. These paints may be used with large brushes on sheets of newsprint which are fastened on an easel. Children need some rather definite instruction in the technique of using this material—how to return each brush to its own jar of color, how to avoid dripping the paint on the paper, and how to keep the colors from running. They may be shown that if they leave a little space between the stem of the flower and the flower itself, the two colors will not run into each other. Easel painting gives the child a chance to use the larger arm muscles and to do large free work, and the results are usually more interesting and satisfactory than those obtained by painting with water colors.

Materials for drawing and painting include:

Blackboard and dustless white or colored chalk, manila drawing paper and colored crayons, an easel, Japanese paint-brushes or large camel's-hair brushes, sheets of newsprint or unprinted newspaper, and fresco or poster paints. Poster paints, which are better but more expensive than fresco paints, come ready-mixed. Fresco paint may be obtained in powder form and must be mixed with water until the mixture is of the consistency of thin cream. Each color should be kept in a covered glass jar.

Sewing. Colored cloth always fascinates children. They love to use pieces of it to dress up in and they like to sew in imitation of the grown-up activity that they see in the home. They take delight in selecting colors and in making articles which can really be used.

As sewing requires finer co-ordination than many other activities, the teacher must use great care in regard to the amount of time spent on it, the materials used, and the light in which the children sit when sewing. Only the crudest results should be expected and the children should not be allowed to undertake activities which call for very fine co-ordination (such as threading needles); these should be taken care of by the teacher.

In sewing we find children interested in making dresses for dolls and the simplest of costumes for themselves. Cloth is also a favorite medium for making presents for friends, bags, handkerchiefs, aprons, and the like. Children are quick to follow the fashion. When pajama suits are the style, pajama suits are what they wish to make; when an interest in fairies sweeps the kindergarten, fairy costumes are the thing.

Materials for sewing include an attractive sewing box or

basket, and a supply of large-eye embroidery needles, pins, scissors, colored cambric, and colored half-inch tape. Colored San-Silk, being strong, makes the best sewing thread.

Weaving. Weaving is a rather complicated process for children of this age. When weaving is done in the Kindergarten, coarse material and a warp that is not continuous are used. Weaving is valuable chiefly because children enjoy the activity and the product is attractive.

Materials for weaving hammock or rug: A loom may be bought or made from wood or cardboard. Macramé cord or heavy string can be used for the warp—set up by the teacher—and cotton roving for the woof.

Paper Cutting and Pasting. Paper is another medium which allows for free experimentation and for delight in color. Some children of five years who have had limited experience with scissors enjoy cutting and pasting paper. Soon, however, the activity becomes more definite and the cutting more purposeful. Learning to paste paper is not easy, but the technique is readily acquired when there is a real need for pasting. It is fun to cut paper, to draw houses and trees and people and cut them out, or to cut them without drawing. Children also enjoy "surprise cutting," that is, folding a sheet of paper, cutting pieces out of it and then opening it to see the design.

Colored paper is also used in making small scrapbooks or decorative covers for books containing the children's drawings for Christmas and birthday cards, Easter greetings, valentines, and Christmas decorations.

Crepe paper is satisfactory for making costumes, such as trains for kings and queens and wings for fairies.

Materials for paper work should include brightly colored

sheets of construction paper, brightly colored sheets of Tru-tone paper for decoration, silver and gold paper for costumes and Christmas tree decoration, crepe paper for costumes, manila paper for drawing and cutting, blunt-pointed scissors, paste and paste brushes.

MATERIALS FOR WOODWORK

Wood is an invaluable material; not only can children make most satisfying products with it, but they get good muscular exercise through the use of the saw and the hammer.

Wood. The first interest in woodwork lies largely in hammering pieces of wood together and in sawing for the sake of the activity. Children who have had experience with wood before coming to the Five-Year-Old Kindergarten have usually passed through this stage, and are ready to use wood to carry out some special purpose. Gradually, as ideas become more definite, the children's products may include:

Airplanes (at first these may be merely crossed pieces of wood, later there is an effort to make wings, propeller, etc.), furniture, trains, autos, boats, wagons, bridges, tunnels, garages, houses, birdhouses, signs, animals, and people.

Materials for Woodwork. A small workbench is desirable for working with wood but it is not absolutely essential, as the wood can be fastened to a table with large iron clamps or an iron vise. The tools listed below, especially the saws, should be "real" ones of good quality; toy tools are most unsatisfactory.

Hammer (well balanced, adze eye #3 is good).

Saw (a 12-inch crosscut saw may be used generally but a rip saw is sometimes useful).

Nails (flat-headed wire nails); the most useful sizes are 1" x 15", 1½" x 15", 1" x 16", 1¼" x 16", 1¼" x 17". These are the sizes used most often; we also find it helpful to keep on hand a supply of large-headed tacks and upholstery nails.

Sandpaper—medium. If the sandpaper is fastened around a small block of wood it is easier to handle and lasts longer.

Brace and bits—useful for boring holes; bits 1", ¾", ½".

Small plane.

Soft pine is the most satisfactory wood. For the sake of convenience in handling it is found advisable to have the wood cut in 36-inch lengths in the following proportions: ½" x 1" x 36", ½" x 2" x 36", ½" x 4" x 36", ½" x 6" x 36", ½" x 12" x 36", 1" x 1" x 36", 2" x 2" x 36".

Cylinders ½", 1", 2", button molds (for wheels, etc.), and wooden wheels, 4" in diameter, are also useful.

With wood cut in the above sizes the children can plan their own work. It is suggestive to some extent but does not condition them as to sizes and shapes.

The children in the Kindergarten have much opportunity for experimenting with wood. Their products are and should be simple and crude. Help is given, when needed, in developing necessary skills, such as how to hold a hammer, how to start sawing, how to saw, and how to start nailing. With wood as with other materials, economical use of the material is a problem with which many children need help.

Sometimes the children are interested in painting their woodwork. Poster paints followed by a coat of shellac give a satisfactory finish.



SKILL IN WOODWORK IS USEFUL TO BOTH BOYS AND GIRLS

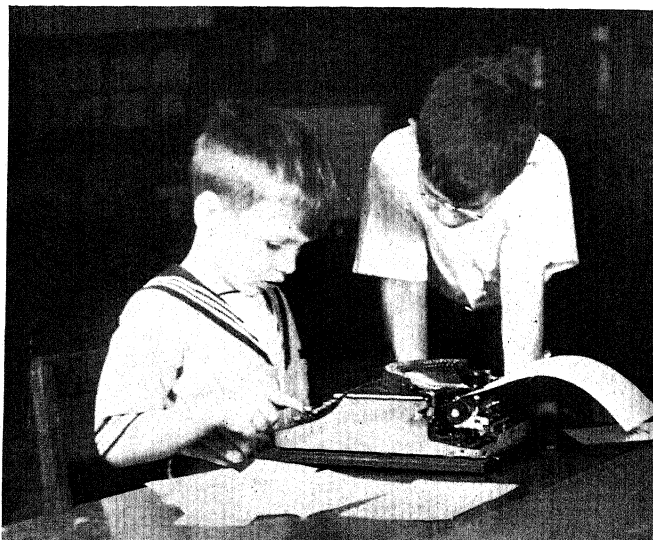


CLEANING UP AFTER
THE WORK PERIOD



THE RIGHT MATERIALS
ADD INTEREST TO SEW-
ING

TWO HEADS ARE BETTER THAN ONE IN STUDYING THE
TYPEWRITER



IX

INFORMAL EXPERIENCES WITH THE TOOL SUBJECTS

THE tool subjects, reading, writing, and arithmetic, are not emphasized in any formal way in the Five-Year-Old Kindergarten, but the teachers are always alert to use opportunities for the development of these interests by means of both individual and group activities. The many experiences in which the children participate supply a rich background for the activities of the grades.

READING, WRITING, AND SPELLING

Situations which give opportunity for reading, writing, and spelling arise in a variety of ways. Children quite often come to the Kindergarten with interest already developed in written and printed symbols. Some of them know how to print their names, and seeing one child print his name may stimulate another to learn to do the same. The children see their names printed in large capital letters on lockers, crayon boxes, cups, resting rugs, and clothing. They soon begin to recognize their own names and sometimes those of other children. As time goes on interest in reading one's name may lead to a desire to print it.

Another situation which gives rise to an interest in printed words is the use of signs in the school building and on the street. The children ask what these mean and are some-

times able to recognize different signs. Some of the signs that enter into their experience are "Up" and "Down" (elevator), "Hot" and "Cold" (faucets), "Rest Period," "Keep Off the Grass," "No Parking," "Danger," "Closed to Traffic." This is a reading experience because it is the beginning of an understanding that printed words carry a definite meaning. Play experiences give rise to need for writing. Signs are often requested in connection with block building. Sometimes the teacher makes the sign for the child to use; sometimes she prints it and a child copies it. Occasionally the older children use the printing press or the typewriter to make a sign, such as TOY SHOP, GROCERY STORE, GARAGE, NO SMOKING IN GARAGE, THIS WAY OUT, DANGER, STOP, GO, EXIT, HORACE MANN LIBRARY, ELECTRIC SHOP, NEW YORK CENTRAL RAILROAD. The children may request that holiday greetings be written for them to copy, or may ask the teacher to spell for them as they write MERRY CHRISTMAS, HAPPY BIRTHDAY, TO MY VALENTINE, and so on. A very real reading experience which came out of dramatic play was the making of newspapers for Bobby's newsstand. While the teacher printed the content of the newspaper from dictation, the children watched with interest and learned to hold the newspapers right side up.

In connection with drawing there are many requests to have "stories" printed underneath pictures. The children also dictate letters to send to absent classmates, or invitations to send to parents. Here they see the need for writing and can watch an adult write. Sometimes they sign their names to a letter or help to address the envelope.

Although the alphabet is not formally taught, an interest in letters is sure to develop. Children like to use the colored

alphabet blocks and alphabet letters, and enjoy singing the alphabet song, "A B C D E F G."

The books used at the library table and in the story period give rise to many reading experiences, and pleasure in these books helps to develop reading readiness. Children "read" familiar books to themselves and to other children. They ask what the words under a picture say, and where certain words are, and repeat the last word on a page as the teacher reads, or find it as she reads.

Later in the year, when there is a need for using the printing press (price and sign marker), some children show a definite interest in it. Five-year-old children often enjoy writing their names and other words on the typewriter. In the case of individual children for whom the reading interest persists, simple word-matching games are played. Signs such as "orange juice," "milk," and "crackers" may be used at these times. Occasionally a child asks help in making "a reading book" with pictures and sentences.

ARITHMETIC

Number and measure enter into many of the children's play experiences and seem to constitute a spontaneous interest. The terminology of measurement is constantly employed in connection with play experiences and in everyday life, including such terms as "big," "little," "large," "small," "as big as," "bigger than," "thick," "thin," "narrow," "wide," "long," "heavy," and "light." Much of this experience in the use of terms comes in connection with work with blocks and wood.

Children enjoy the activity of counting, and like to count actual things—the number of children sitting at a table, the

number of children participating in an activity. They also enjoy "counting out rhymes" and counting for the sake of counting. The printing press, the typewriter, and numerals made of wood give the children number experience. They begin to recognize the different numerals when they see them. They are definitely interested in simple number combinations. Before the end of the year many of them know all the combinations up to ten. Their number experiences often come out of play situations, but they also show interest in numbers for their own sake.

Measuring experiences come in connection with woodwork, sewing, block building, and so on. Usually this is a matter of comparative measurement, the legs for a table, for example, being measured by the first leg made. Rulers are available and occasionally a child is interested in using one. Once a month the children are weighed and measured, and many of them are interested in their height and weight records. When there is a store interest, scales are sometimes used in a play way, as is also the cash register.

In playing store the children sometimes make toy money. They need help with prices, as their ideas about values are vague. Experience with actual money comes when the children bring money to school for the Red Cross, or the Manhattanville Nursery, or when they are taken to the store to buy cream for making butter, or vegetables for cooking.

Interest in time almost always arises. The clock attracts attention and arouses in some of the children a desire to learn how to tell time. Usually they learn only the hours, or perhaps the half hours. They enjoy playing with a wooden clock puzzle and a toy wooden clock with movable hands. Some children make play clocks for themselves. Another time

interest is in the calendar. Children like to point out numbers on a large calendar, and to find birthday and holiday dates.

DESIRED OUTCOMES

Although the children in the Kindergarten display a varying interest in reading, writing, and arithmetic, all of them receive some experience with these tool subjects during the year, and all are exposed to a variety of opportunities for experience.

Most children at the end of the year can count to ten, many beyond. Some of the older children know the simpler number combinations and have acquired a few definite visual and auditory number concepts. Most of them can read and print their names, and can recognize letter forms. A few can read and print a number of words. All have developed real interest in these tool subjects.

PART III

THE HOME AND THE SCHOOL

X

HOME AND SCHOOL RELATIONSHIPS

RECORDS

Two of the most important types of records to be kept by the kindergarten teacher are those showing the development of the individual children and those showing the activities and experiences of the whole group. These records are valuable for several reasons.

The Individual Record

The teacher who keeps a record of each child must give definite, intensive, and continuous thought to each child's individual development and special needs. The picture presented of the child's progressive development in the Kindergarten is useful at the time to the parent and the teacher and later to the first grade teacher to whom these records are sent. (See form on pages 137 to 143.)

The Record of Experiences and Activities

These records serve as a check on current experiences and provide a basis of group experiences and activities for plans for further work. The teachers meet at least once a week to record and evaluate activities and make tentative plans. These records are kept in card file form, and from year to

year emphasize different phases of the experiences in the Kindergarten.

The Record of the Child's Physical Condition

Each child is given a thorough physical examination in the school medical office at the beginning of the year. The mother is present and is advised of any special needs. No treatments are given at school except in emergencies. Each parent fills out a health record blank. Both of these records are kept on file in the office.

The Record of the Psychological Testing

Each child is given an individual intelligence test at some time during the year. These individual tests are administered by a trained psychologist and are given only after the child is fully established in his school relationships. No child is tested until his full co-operation has been gained. These records are kept on file in the psychologist's office and, as in the case of the health records, are always available for the teacher's use.

At the end of the year the teacher writes a personality study of each child, which is kept on file in the school office. No formal report is sent home, but the individual records of the child are always available to his parents. These records, which have to do with the child's development, needs, and special interests, form the basis of discussion with his parents.

We also ask the father and mother of each child to answer as fully as they can the questionnaire on pages 135 and 136. It gives a picture of the child's home background and often helps in meeting certain phases of behavior which otherwise we should not understand.

CO-OPERATION BETWEEN PARENTS AND TEACHERS

We are coming more and more to believe in the "twenty-four-hour day" for which parents and teachers must work together if the child's development is to be continuous and his training logical. This necessitates the closest co-operation between parents and teachers with provision for frequent conferences.

Before the fall term begins the teachers arrange to meet the children and their mothers for individual conferences in the kindergarten room. This plan gives the children an opportunity to get acquainted with the room and the teachers, and also makes it possible for the mother to ask questions and to speak to the teacher concerning any particular matter which she thinks the teacher should know before the child starts in school.

At these conferences parents and teachers plan very carefully to bring about the most comfortable adjustment for each child. One child may be allowed to go home early for a few days or come to school an hour late throughout the term; the mother of a shy child may stay in the kindergarten room for a few days until the child begins to feel more at home.

After the Kindergarten has been in session several weeks and the teachers begin to know the children, an individual conference is arranged with each mother. At this conference the mother and the teacher sit down together and talk most informally about the child. The teacher thus gains a better understanding of the child in his home life and the parent and the teacher become better acquainted, which is most important. Other conferences of this type are arranged when-

ever necessary, at the suggestion of either the mother or the teacher.

All during the year fathers and mothers are most welcome visitors in the Kindergarten. The mothers visit frequently and often spend the entire morning. Since many of the fathers bring the children in the morning they, too, keep in close touch with what is going on. On Lincoln's Birthday, which is not a school holiday, the fathers are invited to come and spend the day while the school work goes on as usual.

From time to time during the year the mothers are invited to come to the kindergarten room for an afternoon meeting. This meeting serves two purposes: It gives the mothers an opportunity to meet one another and it enables the parents and the teachers to discuss together the various phases of the kindergarten program. One of the most interesting topics for discussion is the actual work of the Kindergarten, including its organization and activities. Other topics deal with use of materials, children's interests, development of social relationships in the Kindergarten, planning for health and physical development, avoidance of overstimulation, and necessity for simple routine, simple festivals, and simple entertainments. Occasionally a specialist in a field pertaining to child care and guidance is asked to talk to the mothers. At another time an artist may talk about art experiences in the lives of both children and adults, and guide the mothers in the use of the kindergarten art materials.

Several times during the year the fathers and mothers are invited to attend evening meetings held under the joint auspices of the Horace Mann School and the Parents' Association. At these meetings the various activities and poli-

cies of the school are discussed. The school recognizes that the home is the first and most potent factor in the education of the child and that the school is only one contributing factor. The school in seeking the guidance of the parents when anticipating changes or making modifications in its educational program has developed a feeling of co-operation and mutual confidence between those who in home and in school have the responsibility of educating children.

XI

USING THE SPECIFIC SITUATION

IN THE foregoing chapters we have tried to tell about our plan for teaching five-year-old children in the Horace Mann Kindergarten. Two fundamental factors have entered into our planning: first, our philosophy of education; second, our environment. The first is based upon what we believe, in the light of experience and scientific research, will give opportunity for the best all-round development of children. The second has to do with our specific situation. Our philosophy, we believe, holds general significance, but even the most casual reader of this book will realize that this curriculum is based not only upon this philosophy but upon the particular environment of the Horace Mann Kindergarten in New York City.

The subject matter of the Kindergarten is suited to our own environment. In a rural environment much of the subject matter would naturally grow out of that particular situation. For example, in New York City one of the children's greatest interests is in boats, whereas in a rural inland district the grain elevator may be of unusual interest. New York City is surrounded by water and the children have many opportunities for seeing boats, but their actual experience in the kindergarten of playing with boats in water is limited to the use of a water tank. Children in the country, if in-

terested in boats, could have a much more vital experience in the brook back of the schoolhouse. Again, whereas the children in the Five-Year-Old Kindergarten gain an idea of machinery through a visit to the engine room, the children in a rural school can watch a threshing machine. Or, further, a Jungle Gym is only a substitute for real trees and no teacher in an environment which offers low trees and fences to climb would think of providing a Jungle Gym for the children's use.

Certain types of dramatic play, such as playing house, are to be found in any kindergarten, but it would be as artificial to dramatize putting out an apartment house fire in the country as it would be to dramatize riding in a haywagon in a city kindergarten. A curriculum, of course, must have vision and take the children as far as their interests honestly carry them. But a curriculum that tries to haul in subject matter which has nothing whatever to do with the children's interests is artificial, confusing, and without educational value.

This book is valuable only in so far as we have tried to show how we have used our environment—how we have made adjustments and adaptations. Each environment has its own possibilities and its own limitations; therefore each teacher must work out her plans in the light of these. Each environment must of necessity determine in large part its own curriculum.

APPENDIX

RECORDS USED IN THE KINDERGARTEN AND BIBLIOGRAPHY

RECORDS USED IN THE KINDERGARTEN

HORACE MANN SCHOOL
KINDERGARTEN

PERSONALITY RECORD

The following record form is the one filled in by parent and teacher together at the first interview.

Name

Date of birth

Place of birth

Address

Telephone

Number of children in family and ages

Child—eldest, youngest, middle

Father's name

Father's occupation

Father's birthplace

Mother's name

Mother's occupation or special interest

Mother's birthplace

Number of adults in family

What church attended

Other schools child has attended

General health of child

Any outstanding difficulty

Has he regular sleeping habits?

Has he any food difficulties?

SOCIAL BACKGROUND

✓ With whom does child spend greater part of time?

Adults (father, mother, grandparent, nurse, or governess)

Children (older or younger)

How much time spent outdoors?

✓ What toys preferred? *Sp. 2. 1. 1. 1. 1.*

Does he play independently or need to be entertained?

How many places has child visited or lived in?

How much experience in taking care of himself?

Special abilities or interests (e.g., music, literature, making things, imaginative play, investigation)

EMOTIONAL BACKGROUND

✓ Does child seem happy and well balanced?

Has he any fears?

✓ Has he any nervous habits?

Has he any behavior difficulties?

e.g., temper tantrums

lack of self-control

attention getting

feeling of inferiority

evidences of negativism

destructive tendencies

HORACE MANN ELEMENTARY SCHOOL
TEACHERS COLLEGE
COLUMBIA UNIVERSITY

RECORD OF DEVELOPMENT*

1936-1937

*Experimental Edition**For Kindergartens and Grades I and II*

Name

Age (as of October 1st)

yrs.

mos.

days

Date of Birth

year

month

day

Grade

Teacher

Note to Parents

This report represents an attempt to record and analyze the significant aspects of a child's development and progress in school in such a way as to form a basis for discussion in conferences between his teacher and his parents. The comments and suggestions offered by the parents in these conferences are also recorded as an important contribution to the record.

The same form of record is used for all children from the Four-Year-Old Kindergarten through the Second Grade, although the aspects of development and subject matter embodied in it receive emphasis appropriate to the maturity and grade level of the child concerned.

Each child is judged in his school progress according to the standards for his grade. The standard for a particular grade is the achievement which may reasonably be expected from the majority of children

* This form is made up on large sheets of paper fastened together in book form so that the teacher can keep a continuous record of the child's development. Ruled spaces are provided for a series of dated entries.

of this grade. Grade standards are determined partly by scientific measurement and partly by teacher judgment based on years of experience with children.

It is quite possible that a child may show development far beyond his grade standard in certain subjects and fall below his grade level in other phases of his school work. It is also possible that a child may show distinct progress in every phase of development (*progress satisfactory for him*, in view of the circumstances of his particular case) and yet fall below the achievement expected for his grade.

Since the same form of record is used for all children from the Four-Year-Old Kindergarten through the Second Grade, it is obvious that not all aspects included in this report are of equal importance in every grade—that some aspects of development should and do receive greater emphasis in one grade than in another.

(Space for Record)

I. PHYSICAL

As evidenced by:

1. Attendance
 2. Fitness (general physical condition)
 3. Muscular co-ordination
 4. Health habits
 5. Tension or relaxation
 6. Defects or nervous habits
-

II. EMOTIONAL

1. Stability as evidenced by:

- a. Contentment
- b. Cheerfulness
- c. Not being unduly affected by unusual events

2. Instability as evidenced by:

- a. Indifference
 - b. Apprehension
 - c. Over-sensitivity
 - d. Over-excitability
 - e. Violent emotional display
-

III. SOCIAL

1. Personal responsibility as evidenced by regard for:

(Space for Record)

- a.* Health
- b.* Safety
- c.* Possessions
- 2. Adjustment as evidenced by:
 - a.* Awareness of classroom organization
 - b.* Willingness to conform to regulations
 - c.* Ability to conform
- 3. Co-operation
 - a.* Wholehearted
 - b.* With willingness
 - c.* With reluctance
 - d.* Under pressure
 - e.* Not at all
- 4. Social initiative as evidenced by:
 - a.* Intellectual contributions
 - (1) Suggesting plan of action
 - (2) Offering information
 - b.* Pleasant personal relationships
 - (1) Sympathy
 - (2) Tolerance
 - (3) Tact
 - (4) Generosity
 - (5) Kindness
 - c.* Influence on others

IV. MENTAL

- 1. Alertness
- 2. Concentration
- 3. Reliable thinking
- 4. Creative thinking

V. READING

- 1. Awareness of and interest in reading symbols
- 2. Interest in learning to read
- 3. Ability to read under guidance:
 - a.* Pre-primer material
 - b.* Primer material
 - c.* First grade material

(Space for Record)

- d.* Second grade material
 - e.* Material in advance of second grade
 - 4. Ability to read independently:
 - a.* Pre-primer material
 - b.* Primer material
 - c.* First grade material
 - d.* Second grade material
 - e.* Material in advance of second grade
 - 5. Interest in reading voluntarily at school:
 - a.* Great
 - b.* Little
 - c.* None whatever
 - 6. Interest in reading voluntarily at home:
 - a.* Great
 - b.* Little
 - c.* None whatever
 - 7. Ability to read any material within his experience to interpret
-

VI. LANGUAGE AND LITERATURE

- 1. Evidence of a background of meaningful experiences
 - 2. Interest in expressing ideas clearly and fluently
 - 3. Ability to use language creatively
 - 4. Ability to speak in a pleasing voice
 - 5. Evidence of an acquaintance with and an enjoyment of many kinds of literature
-

VII. ARITHMETIC

- 1. Interest and participation in mathematical experiences
- 2. Evidence of knowledge and use of the meaning of mathematical terms
- 3. Evidence of a knowledge of the correct use of terms and measures in appropriate situations
- 4. Ability to count
- 5. Ability to read numbers
- 6. Knowledge of number combinations

(Space for Record)

7. Ability to analyze simple problem situations, even though he cannot handle the arithmetical calculations involved
-

VIII. WRITING

1. A growing interest in learning to write
 2. Difficulty in learning to write (what difficulty?)
 3. Ability to write with sufficient ease to meet the standard of his group
 4. Unusual ability
-

IX. SPELLING

1. A growing interest in learning to spell
 2. Difficulty in learning to spell (what difficulty?)
 3. Ability to spell with sufficient ease to meet the standard of his group
 4. Unusual ability
-

X. SCIENCE

1. Evidence of a background of meaningful experiences
 2. Interest in science experiences
 3. Participation in science experiences in the room as evidenced by:
 - a. Bringing materials to school
 - b. Asking questions
 - c. Offering information
 - d. Knowing where to get information
 4. Unusual interest
 5. Application of science knowledge to other activities
-

XI. MUSIC

1. Evidence of a background of meaningful experiences
2. Interest in music as evidenced by:
 - a. Listening
 - b. Experimenting with sound
 - c. Singing

(Space for Record)

- d.* Rhythmic activity
 - 3. A growing ability to express himself musically through:
 - a.* Singing
 - b.* Rhythmic activity, etc.
 - 4. Unusual skill in the use of music as evidenced by:
 - a.* Singing
 - b.* Use of instruments
 - 5. Use of music in a creative way as evidenced by:
 - a.* Adapting music to his own use:
 - (1) Creating melodies
 - (2) Originating dances, etc.
-

XII. DRAMATIC ARTS

- 1. Evidence of a background of meaningful experiences
 - 2. Interest in expressing ideas through this medium
 - 3. An increasing power to express ideas as evidenced by:
 - a.* Ability to plan
 - b.* Ability to carry out a plan alone, or with the group
 - c.* Ability to identify self with the role
 - d.* Awareness of good dramatic form
 - 4. Unusual ability
-

XIII. FINE ARTS

- 1. Evidence of a background of meaningful experiences
- 2. Interest in expressing ideas through this medium
- 3. A variety of ideas to express
- 4. A growing power in the control of art materials
- 5. An increasing power to express ideas when working alone, or with the group

(Space for Record)

6. Awareness of art factors (color, rhythm, composition) as evidenced by:
 - a. Use
 - b. Comment
 - c. Appreciation
 7. Unusual ability
-

XIV. INDUSTRIAL ARTS

1. Evidence of a background of meaningful experiences
 2. Interest in expressing ideas through this medium
 3. A variety of ideas to express
 4. A growing power in the control of industrial arts materials
 5. An increasing power to express ideas when working alone, or with the group
 6. Awareness of good industrial arts principles as evidenced by:
 - a. Appropriateness of material used to carry out ideas
 - b. Usability of products
 7. Unusual ability
-

XV. BLOCK BUILDING, SAND, ETC.

1. Evidence of a background of meaningful experiences
 2. Interest in expressing ideas through this medium
 3. A growing power in the control of these materials
 4. An increasing power to express ideas when working alone, or with the group
 5. Awareness of the principles of construction
 6. Unusual ability
-

XVI. PARENTS' COMMENT

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